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ABSTRACT

The study was undertaken to assess instructional problems perceived by special class teachers, the results of which would serve as a basis for the development of materials for use in the statewide in-service training sessions for teachers of the educable mentally retarded conducted by the Iowa Special Education Curriculum Development Center. To identify topics relevant to levels of instruction and to specify the significance of each problem according to a rank order, a survey instrument was designed to discover both general and specific instructional problems and variables which influence the nature of those problems. Three dimensions of each problem were assessed - methodology, appropriateness of instructional task, and availability of classroom materials and ideas for activities. Descriptive data and findings are based on replies from 481 teachers of the EMR (89% of such teachers in the state). In general, seat work, social studies materials and activities, and reading methods and materials ranked as the most difficult areas; least difficulty was experienced in use of psychological information, special subjects, understanding pupil characteristics, and pupil evaluation. The most meaningful variable was age level of the class. (KW)

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Special Report
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AN INVESTIGATION OF TEACHER PERCEIVED INSTRUCTIONAL PROBLEMS: INDICATORS OF IN-SERVICE TRAINING NEEDS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED

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The study reported herein was conducted as a preliminary phase of Project No. 6-2883 entitled "Demonstration of Dissemination Practices on Special Class Instruction for the Mentally Retarded: Utilizing Master Teachers as In-Service Educators."

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The investigators wish to express sincere appreciation to the many special class teachers of Iowa who contributed of their time and effort to the compiling of this study. Special thanks also go to Louis F. Brown, Ph.D., for his cooperation in field testing the original questions. A particular expression of gratitude goes to Phyllis Carter and James Stehbens who assumed major responsibility for developing the survey instrument.

PREFACE

This report has been prepared primarily as a working document for staff members of the Special Education Curriculum Development Center. The ranking of priorities discussion in the section on findings will provide a basis for decisions regarding the selection of in-service training topics on which materials will be developed and disseminated through Iowa's statewide in-service training program.

The report should also be of value to special education administrators and consultants throughout Iowa and adjacent states. Teacher trainers will find the rankings of teacher-perceived curriculum problems to be of interest in planning methods courses. The report is not intended as a research report; rather, its purpose is to present evidence for decision-making. Persons interested in obtaining more extensive data relative to this study may contact the Special Education Curriculum Development Center at the University of Iowa.

Edward L. Meyen, Director
Special Education Curriculum
Development Center

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INTRODUCTION

The process employed in the selection of topics for in-service training purposes varies among administrators. Some will survey their teachers requesting suggested topics, many will unilaterally appraise the strengths and weaknesses of their program and act accordingly, and still others may subordinate teacher needs and arrange in-service training sessions according to accessible resources. The Special Education Curriculum Development Center at The University of Iowa operates, in cooperation with the Iowa State Department of Public Instruction, a statewide in-service training program for teachers of the mentally retarded which is specifically geared to the expressed needs of teachers. The purpose of the program is to improve the quality of special-class instruction through a system of in-service training.

One of the first questions to be answered in establishing the program was "What are the major instructional problems perceived by the special class teacher?" It was quite apparent that anyone knowledgeable of special classes for the mentally retarded could have suggested a few topics and been relatively certain that they presented problems to teachers of the mentally retarded. However, to identify topics relevant to levels of instruction and then to specify the significance of each problem according to a rank order without first tapping the views of the teacher would have been mere speculation. It seemed paramount that the in-service training sessions focus on topics perceived as important to the teacher and that some system be employed to delineate priority topics which would be applicable over an extended period of time. Because of these conditions this study was undertaken as a means of assessing instructional problems perceived by special class teachers. The results of this study serve as a basis for the development of materials for use in the in-service training sessions conducted by SECDC.

A brief discussion of the program operated by SECDC will be helpful to the reader. Through the cooperative efforts of the University of Iowa, the Iowa State Department of Public Instruction, and a grant (No. 6-2883) from the U. S. Office of Education, the program was established as a demonstration project beginning November 1, 1966. Basic to the program is the use of 20 experienced special education teachers from 16 geographical areas in the state who function as in-service educators (henceforth referred to as consulting teachers). The Center staff at the University of Iowa prepares materials which are disseminated through the local in-service training sessions conducted by the consulting teachers. As of the fall of 1967, approximately 700 teachers attend the monthly sessions on a voluntary basis. This group represents approximately 83 per cent of all teachers of the mentally retarded in Iowa.

The objective of the program is to improve the quality of instruction offered in special classes by systematically involving teachers in group interaction which focuses on topics relevant to instructional problems that they are encountering in the classrooms. The purposes of the curriculum material prepared and disseminated through the sessions are to offer some direction in coping with the problems, to stimulate teachers to evaluate their teaching methods, and to seek solutions to the problems. The underlying premise of the project is to supplement the in-service training efforts of local and county departments of special education.

In many areas of Iowa the small number of classes for the retarded hampers the programming of in-service training which can meet the specific needs of special class teachers. A typical alternative has been to assign the teachers to attend the in-service training activities designed for regular class teachers on specific subjects or to encourage the exchange of ideas among themselves. Coupled with this situation is the lack of available people who have sufficient knowledge of the special class teachers' problems to provide adequate consultative help. If teachers of the mentally retarded on different age levels experience instructional problems unique to their pupils' ages, then an even larger population base is required to offer economically in-service training geared to their needs. Consequently, if the quality of special class instruction were to be influenced in a positive way through in-service training, it became evident that it had to be approached on a broad scale and in a systematic fashion. It was because of these conditions that the statewide in-service training program was established.

THE PROBLEM

The basic problem investigated in this study relates to the identification of priority topics for a statewide system of in-service training for teachers of the educable mentally retarded. Answers to three main questions were sought by the investigators: (1) What are the major general instruction problems? (2) Within these problem areas, what are the specific problems encountered by special class teachers? (3) What kinds of variables influence the nature of instructional problems perceived by special class teachers?

Although the study primarily sought a statewide perspective of instructional problems, it was of concern to the investigators that the data be collected so as to permit analysis by areas or districts thereby allowing local representatives to utilize the resultant data for planning in-service training activities unique to local needs. This added dimension influenced data analysis procedures. However, this report focuses only on the statewide appraisal.

It was anticipated that the data gathered on the ranking of instructional problems could also serve as a source of baseline data for later evaluation of the project's effectiveness. If the materials prepared and disseminated relative to the priority problem topics as perceived by the teachers are helpful, then later replications of this study should reveal a reduction in priority of these particular topics.

PROCEDURES

The initial efforts of the project staff were devoted to the development of a survey instrument designed to assess instructional problems as perceived by special class teachers. Discussion sessions were held to explore the kinds of problems teachers most typically encountered in the process of teaching retarded children. Following a delineation of anticipated problems, it became generally apparent that there were three dimensions to these problems, regardless of subject. These dimensions included methodology, appropriateness of the instructional task, and the availability of classroom materials and of ideas for student activities. Using these three factors as a frame of reference, the staff searched the literature to identify those elements of the curriculum which might present problems to teachers. The literature reviewed included curriculum guides, articles, texts, theses, and unpublished curricular materials. A preliminary inventory of possible sources of problems was compiled and submitted for evaluation to special class teachers enrolled in two off-campus extension courses, to six critic teachers in the Pine School section of the University of Iowa Hospital School, and to students enrolled in an on-campus course on curriculum development for the educable mentally retarded. These persons were asked to rank in descending order the severity of the problem posed by the respective items in the inventory. Those items to which no significant problems were attached by universal agreement were omitted. Additional items which were not anticipated in constructing the preliminary inventory but which were suggested by the participants in the pilot study were incorporated in the final questionnaire.

The final survey instrument included 315 possible responses through 16 sections, namely:

1. General Information (identification data)
2. Experience Units (8 instructional entries)
3. Special Subjects (6 entries)
4. Reading (13 instructional entries)
5. Arithmetic (13 instructional entries)
6. Language Arts (11 instructional entries)
7. Science (8 instructional entries)
8. Social Studies (20 instructional entries)
9. Seatwork (15 instructional entries)
10. Pupil evaluation (7 curricular entries)
11. Pupil characteristics (6 curricular entries)
12. Professional Relationships (11 curricular entries)
13. Psychological Information (3 curricular entries)
14. Classroom Arrangement and Management (7 curricular entries)
15. General Methodology (8 instructional entries)
16. Audio Visual (14 curricular entries)

Although the instrument was subdivided into 16 sections, the data sought related to three areas: (1) descriptive information; (2) subject matter information; and (3) adjunctive information, tangential to the instructional program. (See Appendix I for a copy of the instrument and instructions.) Included in the descriptive information were a number of variables which were considered influential in determining the kinds of instructional problems experienced by special class teachers. The following variables were included:

level of teacher preparation

years of experience in regular and special classes
age range of class currently teaching
number of special classes in building
number of special classes in school district
amount and kind of consultation service available
sex of teacher
general quality of the particular teaching situation

In the basic skills sections relating to reading, arithmetic, and language arts, the teachers were asked to respond to each item by checking not appropriate if they did not feel the item applied to the age level of their class or to check on a five point continuum, ranging from no difficulty to great difficulty, the significance of the instructional task represented by the item. They responded to the range of difficulty according to the degree that each item posed a problem relating to teaching methods, materials, and classroom activities. A sample reading item would be as follows:

No Difficulty	Teaching Methods			Great Difficulty		Not Appropriate	No Difficulty	Materials and Student Activities			Great Difficulty
1	2	3	4	5	Sight Vocabulary	(_____)	1	2	3	4	5

If a teacher marked not appropriate, he was instructed not to mark on the other two scales. Otherwise he was instructed to check the relative degree of difficulty in terms of the two criterion measures.

The same approach was followed in the sections on science and social studies, except that "Determining Content to be Included" was substituted for the category of "Teaching Methods." All remaining sections except audio visual used only one scale to measure the degree of difficulty presented by specific items. The audio visual section was designed to secure information about the availability of equipment and material, rather than to measure the degree of difficulty involved in their use.

A statewide series of regional meetings for directors of special education and supervisors of special classes was conducted to orient people in the field to the purpose of the study. Preliminary letters were mailed to all special class teachers in Iowa announcing the establishment of a statewide in-service training program (See Appendix 2) and soliciting their help in indicating their needs through the survey instrument. Presentations on the study were also made at regional professional meetings of special class teachers sponsored by the Iowa State Department of Public Instruction. Following these preliminary activities, the instruments were mailed directly to all special class teachers with instructions to return the completed forms at a specified date. Persons who were delinquent on the deadline received one follow-up letter.

The information derived from each questionnaire was key punched on IBM cards to facilitate rapid and complete analysis. While the treatment of data for this report is limited to the ranking of perceived problems in order of difficulty, additional analyses are being conducted comparing certain problems experienced by teachers in areas of reading with similar items in social studies and science, etc. These later studies are intended to investigate groups of related problems that certain teachers may have in common. The findings of these will be the topic of subsequent reports.

Description of Participating Teacher Sample

The survey instrument was mailed to all teachers of the educable and trainable mentally retarded in Iowa. Four hundred and eighty-one teachers of the EMR and one hundred and one teachers of the TMR returned questionnaires in usable form for a 89 per cent and 98 per cent rate of return. Since the primary focus of the materials prepared by SECDC is intended for use with the educable mentally retarded, the descriptive data and findings will relate only to teachers of the educable mentally retarded. The breakdown of the sample by the age level of classes taught resulted in four subsamples:

TABLE I

MEAN ENROLLMENT AND MEAN AGE OF YOUNGEST AND OLDEST CHILD OF EDUCABLE MENTALLY RETARDED PER CLASS

		Enrollment Per Class	Mean Age Youngest Child	Mean Age Oldest Child	Mean Age Range
Primary	Boys	7.56	8 years, 1 month	11 years, 7 months	3 years, 6 months
	Girls	5.01			
Intermediate	Boys	8.21	10 years, 11 months	14 years, 10 months	3 years, 11 months
	Girls	5.74			
Junior High	Boys	10.56	13 years, 2 months	16 years, 8 months	3 years, 7 months
	Girls	7.76			
Senior High	Boys	11.95	15 years, 5 months	19 years, 2 months	3 years, 9 months
	Girls	8.23			

TABLE II

LEVEL OF PREPARATION AND CERTIFICATION OF TEACHERS OF EDUCABLE MENTALLY RETARDED IN IOWA BY LEVEL OF CLASS

Primary	N = 179		Junior High	N = 87	
Less than BA	N = 42	23.46%	Less than BA	N = 10	11.49%
BA	N = 39	21.79%	BA	N = 10	11.49%
BA+	N - 76	42.46%	BA+	N = 53	60.92%
MA	N = 10	5.59%	MA	N = 4	4.59%
MA+	N = 9	5.03%	MA+	N - 10	11.49%
Blank	N = 13		Blank	N = 0	
Certified to teach EMR	N = 50	27.9%	Certified to teach EMR	N = 40	45.98%

Intermediate	N = 172		Senior High	N = 43	
Less than BA	N = 43	25.00%	Less than BA	N = 1	2.33%
BA	N = 29	16.86%	BA	N = 6	13.95%
BA+	N = 81	47.09%	BA+	N = 24	55.81%
MA	N = 5	2.91%	MA	N = 3	6.98%
MA+	N = 9	5.23%	MA+	N = 9	20.93%
Blank	N = 5		Blank	N = 0	
Certified to teach EMR	N = 69	40.12%	Certified to teach EMR	N = 20	46.51%

For full certification as a teacher of the mentally retarded in Iowa, an individual must hold a BA degree and have completed a program for the preparation of teachers of the mentally retarded at an NCATE approved college or university. Teachers with less than the prescribed amount of training who were employed prior to the initiation of this requirement are allowed to continue teaching approved special classes on the condition that they show evidence of having completed six semester hours of credit per year toward their degree and/or their certification. Currently, in emergency situations a teacher of senior standing may receive temporary certification but is still subjected to the previously mentioned six-semester-hour requirement. Although the percentage of teachers having degrees varies for the four levels, the proportion who are fully certified is approximately the same.

TABLE III

LEVELS OF PREPARATION AND CERTIFICATION OF EMR TEACHERS IN THE TOTAL GROUP SAMPLE

	N	Percentage
Less than BA	96	19.96
BA	84	17.46
BA+	234	48.65
MA	22	4.57
MA+	37	7.69
Blank	8	
Certified to teach EMR	209	43.51

Table 3 contains data on the total sample. It is quite apparent that the vast majority of the teachers are female. While 80.04 percent hold the BA or higher degree, 52.58 percent have earned credits or degrees beyond the bachelor's level.

TABLE IV

MEDIAN AND MEAN NUMBER OF YEARS TEACHING EXPERIENCE IN REGULAR AND SPECIAL CLASSES OF TEACHERS OF EDUCABLE MENTALLY RETARDED IN IOWA AS OF 1966-67

	Regular Class Experience		Special Class Experience	
	Median	Mean	Median	Mean
Primary	8.83	11.27 n=158	4.13	5.97 n=159
Intermediate	8.50	10.42 n=151	4.59	5.92 n=159
Junior High	6.00	9.45 n=73	4.25	6.11 n=41
Senior High	5.50	7.94 n=33	4.50	4.23 n=41
Total	7.85	9.77	4.23	5.50

Evidence of recruiting from the ranks of regular education is clearly illustrated in Table IV. The mean and median years of experience of those teaching regular classes exceeded the median and mean years of special class teaching experience of those at all levels. It should be noted that the mean of 9.77 years for the total group in terms of regular class teaching experience is influenced by a small group of teachers with extensive regular class experience, whereas the variance of the special class teaching experience was considerably smaller.

TABLE V

MEDIAN AND MEAN NUMBER OF YEARS IN CURRENT POSITION AND NUMBER OF DIFFERENT SPECIAL CLASS TEACHING POSITIONS HELD BY TEACHERS EDUCABLE MENTALLY RETARDED IN IOWA AS OF 1966-67

	Years in Current Position		Number of Special Class Positions Held	
	Median	Mean	Median	Mean
Primary	3.72	5.11 n=151	1.42	1.25 n=148
Intermediate	3.80	5.17 n=154	1.33	1.26 n=136
Junior High	2.88	5.10 n=78	1.62	1.50 n=73
Senior High	1.57	3.48 n=40	1.53	1.50 n=36
Total	3.34	4.72	1.30	1.38

It may be inferred from the data in Table V that there exists reasonable stability in the special class teaching ranks. The four groups are fairly homogeneous relative to the number of different special class teaching positions held. The smaller mean for number of years in current position at the senior high level is misleading due to the great degree of growth in classes at this level. Most programs at the secondary level are relatively new. Since approximately 50 new classes are added each year, this is a statewide factor at all levels. However, it is particularly significant at the secondary level.

The high proportion of classes at the primary and intermediate levels is typical of most states. It has only been in recent years that progress has been made in the establishment of special classes at the junior and senior high levels. The overlap in age range between adjacent levels reflects an attempt on the part of local districts to structure their programs to meet the needs of the children, rather than to set specific age ranges and then to place children accordingly. The consistent increase in average enrollment form the primary to the secondary level reflects the practice of keeping the pupil-teacher ratio small, particularly at the primary level. As is typical of most special classes for the educable mentally retarded, the average enrollment of boys exceeded that of girls at each level. The mean age range per class showed little variance with the range of 3 years, 6 months at the primary and secondary levels to 3 years, 11 months at the intermediate level. It should be noted that the mean age range for classes in large population centers is smaller; however, classes in rural areas are allowed to have wider age ranges. Therefore, the mean age range exceeds 3 years at all levels.

Findings

Although a number of approaches could have been followed in analyzing the data, the discussion regarding the findings was limited to the ranking of instructional tasks as priorities for in-service training topics. It should be noted that an extensive analysis of the data has been conducted regarding the correlation of problems perceived by teachers on a particular item in relation to selected items similar in nature which appeared elsewhere in the questionnaires, but these findings have not been reported in this document. In general, this report was limited to identifying data which will serve as indicators for determining what information and materials should be disseminated through the in-service training sessions conducted by SECDC or through in-service training programs organized by local or regional special education programs.

Frequent references were made to the rankings of priorities by sections and within sections. It is important that the reader understand the implications of these terms. Priorities refer to the reference drawn from the results which rank specific items on the questionnaire according to difficulty. The rankings by teachers was considered evidence that those items which were perceived as causing the most difficulty were of higher priority than the less difficult items in terms of which needs can be satisfied through in-service training. Rank referred to the level of perceived difficulty. A rank of 1 represented the most significant in terms of personal difficulty and was the highest in priority.

The discussion on findings was presented in two parts; namely a discussion of priorities by sections and of priorities within sections. The priority by sections involved a comparison of the overall weighted means for each section of the questionnaire with the means of all other sections.

In other words, the discussion in the first part focused on the priorities ascertained according to broad topics such as reading methods, social studies, arithmetic, etc. The second part considered the priority rankings within the various sections, e.g., the priority of items within the reading section was discussed. This involved the presentation of the rank order of items within each section.

The rankings by section means was helpful in determining major areas of concentration for in-service training programs. The comparisons within sections were of basic importance in delineating specific topics and in sequencing the experiences to be provided through the in-service training program.

The questionnaire included sixteen sections, with the academic area divided into two areas: (1) methods or content and (2) materials and activities. In Part I each area was considered as a separate section in discussions relating to priorities. This means that there were nineteen sections considered in the findings reported in Part I. The only sections not included were Section I, relating to descriptive data on the respondents, and Section 16, the audio-visual part of the instrument. The former was discussed elsewhere and the latter, because its criterion scale was not compatible with the others will be discussed separately.

I. RANK ORDERING OF DIFFICULTIES BY SECTION

In constructing the questionnaire it was anticipated that a number of factors could influence the ranking of instructional problems as perceived by special class teachers. Age level of classes taught, experience in regular and special classes, amount of specialized training, sex of teacher, and the general conditions of the teaching situation were considered as variables most likely to have some influence on teacher-perceived instructional problems. Age level of the class taught was viewed as the basic variable; thus all tables were designed to provide comparison of findings at a primary, intermediate, junior, and senior high school levels. Sex was eliminated as a variable due to the small sample of male teachers included in the study. The other variables were compared with the four levels of instruction. For purposes of comparison only the rankings were reported in the tables. Refer to Appendix 3 for the mean value, standard deviation, and sample sizes. The sections were listed in the tables according to the order they appeared in the questionnaire.

In contrast to the variance, which was found in the comparisons of sections reported in Part II of this chapter, the rankings by sections among the four levels of instruction were remarkably consistent. Social studies materials and student activities, social studies content, and seatwork ranked as the three most difficult areas. Ranked as low priority sections were psychological information, special subjects, pupil characteristics, and pupil evaluation. It is interesting to note that at the primary level the preparation of seatwork was given the highest priority. On the other hand, the intermediate, junior high, and senior high levels, the problem of social studies materials and student activities was

TABLE VI

OVERALL RANK ORDERING OF PRIORITIES BASED ON SECTION MEANS,* ACCORDING TO COMBINED LEVEL OF INSTRUCTION

Section	Primary Rank	Intermediate Rank	Junior High Rank	Senior High Rank
Experience Units	13	14	14	13
Special Subjects	18	18	16	18
Reading--Teaching Methods	5	6	7	9
Reading--Materials and Student Activities	4	7	4	6
Arithmetic--Teaching Methods	6	4	5	5
Arithmetic--Materials and Student Activities	7	5	6	4
Language Arts--Teaching Methods	9	8	9	8
Language Arts--Materials and Student Activities	8	9	8	7
Science--Content	14	13	13	14
Science--Materials and Student Activities	11	11	11	11
Social Studies--content	3	2	2	2
Social Studies--Materials and Student Activities	2	1	1	1
Seatwork	1	3	3	3
Pupil Evaluation	16	16	18	16
Pupil Characteristics	17	17	17	17
Professional Relationships	10	10	10	10
Psychological Information	19	19	19	19
Classroom Arrangement and Management	15	15	15	15
General Methodology	12	12	12	12

*Section mean refers to the mean level of difficulty for a total section of the survey instrument, e.g., seatwork. In those cases where there are two major parts to the section each part is considered separately.

consistently ranked number one.

The consistency of priority rankings by section according to age level and selected variables suggested that teacher-perceived instructional problems were generalized and not influenced by external factors, as it is sometimes assumed. The fact that the academic areas, including the preparation of seatwork, consistently ranked higher in priority than broad topics tangentially related to curriculum, such as psychological information and pupil evaluation, implied that the problems perceived by teachers were instructional in nature and directly related to what could be considered the subject matter of the curriculum.

The high ranking given to social studies was particularly interesting because of the emphasis placed on the teaching of information and concepts related to social studies in special classes for the educable mentally retarded. It is also worth mentioning that a review of the literature illustrated a paucity of articles or of research pertaining to teaching social studies to the educable mentally retarded. In spite of the consistent findings, tables which compare the previously mentioned variables with the teacher responses according to age level taught were also reported. These tables were included to illustrate the general consistency and to allow for a review of those minor shifts which occurred in the rankings. The reader must keep in mind that these tables compared section means and that the comparison of rankings by items within the various sections were reported in Part II of this chapter.

TABLE VII

RANK ORDERING OF PRIORITIES BASED ON SECTION MEANS ACCORDING TO REGULAR CLASS EXPERIENCE* AND LEVEL OF INSTRUCTION

Section	Primary Rank		Intermediate Rank		Junior High Rank		Senior High Rank	
	-5 Years	+5 Years	-5 Years	+5 Years	-5 Years	+5 Years	-5 Years	+5 Years
Experience Units	12	12	13	14	14	14	13	14
Special Subjects	18	18	18	17	18	16	18	18
Reading--Teaching Methods	5	5	4	6	7	7	8	10
Reading--Materials and Student Activities	4	4	5	7	4	6	6	6
Arithmetic--Teaching Methods	6	6	6	4	5	4	5	4
Arithmetic--Materials and Student Activities	7	7	7	5	6	5	4	4
Language Arts--Teaching Methods	9	10	8	8	9	8	9	8
Language Arts--Materials and Student Activities	8	8	9	9	8	9	7	7
Science--Content	14	14	14	11	13	13	16	12
Science--Materials and Student Activities	11	13	12	13	12	10	12	11
Social Studies--Content	3	3	2	2	2	2	2	2
Social Studies--Materials and Student Activities	2	2	1	1	1	1	1	1
Seatwork	1	1	3	3	3	3	3	3
Pupil Evaluation	16	16	16	16	17	17	15	15
Pupil Characteristics	17	17	17	18	16	18	17	17
Professional Relationships	10	9	10	10	10	11	10	9
Psychological Information	19	19	19	19	19	19	19	19
Classroom Arrangement and Management	15	15	15	15	15	15	14	16
General Methodology	13	11	11	12	12	12	11	13

*Experience is awarded at interims of less than 5 years and greater than 5 years.

TABLE VIII

RANK ORDERING OF PRIORITIES BASED ON SECTION MEANS ACCORDING TO THE NUMBER OF SPECIAL CLASSES IN THE BUILDING AND LEVEL OF INSTRUCTION

Section	Primary Rank		Intermediate Rank		Junior High Rank		Senior High Rank	
	-5	+5	-5	+5	-5	+5	-5	+5
Experience Units	14	13	14	14	14	14	13	14
Special Subjects	18	18	18	17	16	17	18	18
Reading--Reaching Methods	4	5	6	7	7	8	6	9
Reading--Materials and Student Activities	5	4	7	6	6	3	7	5
Arithmetic--Teaching Methods	6	8	4	4	4	6	4	7
Arithmetic--Materials and Student Activities	7	6	5	5	5	5	5	4
Language Arts--Teaching Methods	9	10	8	8	8	9	8	8
Language Arts--Materials and Student Activities	8	7	9	9	9	7	10	6
Science--Content	13	14	12	13	13	13	15	13
Science--Materials and Student Activities	12	11	11	12	12	11	12	11
Social Studies--Content	3	3	2	2	2	2	2	2
Social Studies--Materials and Student Activities	2	2	1	1	1	1	1	1
Seatwork	1	1	3	3	3	4	3	3
Pupil Evaluation	16	16	16	16	17	18	16	16
Pupil Characteristics	17	17	17	18	18	16	17	17
Professional Relationships	10	9	10	10	10	10	9	10
Psychological Information	19	19	19	19	19	19	19	19
Classroom Arrangement and Management	15	15	15	15	15	15	14	15
General Methodology	11	12	13	11	11	12	11	12

TABLE IX

RANK ORDERING OF PRIORITIES, BASED ON SECTION MEANS ACCORDING TO NUMBER OF SPECIAL CLASSES IN DISTRICT AND LEVEL OF INSTRUCTION

Section	Primary Level			Intermediate Level			Junior High Level			Senior High Level		
	1 to 5	6 to 10	+11	1 to 5	6 to 10	+11	1 to 5	6 to 10	+11	1 to 5	6 to 10	+11
Experience Units	14	13	13	14	14	14	14	14	14	13	12	13
Special Subjects	18	17	18	18	17	16	16	15	17	18	16	15
Reading--Teaching Methods	5	5	5	6	7	5	7	9	7	7	11	14
Reading--Materials and Student Activities	4	4	4	7	6	4	5	3	5	6	8	11
Arithmetic--Teaching Methods	6	9	9	4	4	6	4	7	4	4	5	6
Arithmetic--Materials and Student Activities	7	7	6	5	3	7	6	4	6	5	6	5
Language Arts--Teaching Methods	9	10	10	8	9	9	8	10	9	9	7	8
Language Arts--Materials and Student Activities	8	8	8	9	8	8	9	6	8	8	10	10
Science--Content	12	15	14	12	12	13	13	13	13	14	18	4
Science--Materials and Student Activities	11	12	11	11	13	12	11	12	11	11	15	9
Social Studies--Content	3	3	3	2	2	2	2	2	1	2	2	2
Social Studies--Materials and Student Activities	2	2	1	1	1	1	1	1	2	1	1	1
Seatwork	1	1	2	3	5	3	3	4	3	3	3	3
Pupil Evaluation	16	16	16	16	16	17	17	18	18	16	14	17
Pupil Characteristics	17	18	17	17	17	18	18	17	16	17	17	18
Professional Relationships	10	6	7	10	10	10	10	8	10	10	4	7
Psychological Information	19	19	19	19	19	19	19	19	19	19	19	19
Classroom Arrangement and Management	15	14	15	15	15	15	15	16	15	15	13	16
General Methodology	13	11	12	13	11	11	12	11	12	12	9	12

TABLE X

RANK ORDERING OF PRIORITIES, BASED ON SECTION MEANS ACCORDING TO SPECIAL CLASS EXPERIENCE AND LEVEL OF INSTRUCTION

Section	Primary Rank		Intermediate Rank		Junior High Rank		Senior High Rank	
	-5 Years	+5 Years	-5 Years	+5 Years	-5 Years	+5 Years	-5 Years	+5 Years
Experience Units	12	12	14	14	14	14	14	14
Special Subjects	18	18	17	18	16	18	18	17
Reading--Teaching Methods	5	4	5	6	9	6	9	10
Reading--Materials and Student Activities	4	5	6	7	6	3	12	5
Arithmetic--Teaching Methods	8	6	4	5	5	4	4	7
Arithmetic--Materials and Student Activities	6	7	7	4	4	7	5	4
Language Arts--Teaching Methods	9	9	8	8	8	8	6	9
Language Arts--Materials and Student Activities	7	8	9	9	7	9	7	6
Science--Content	15	14	12	13	12	13	13	13
Science--Materials and Student Activities	11	13	11	11	10	12	10	8
Seatwork	1	1	3	3	3	5	3	3
Pupil Evaluation	17	16	16	16	17	17	16	16
Pupil Characteristics	16	17	18	17	18	16	17	18
Professional Relationships	10	10	10	10	11	10	8	11
Psychological Information	19	19	19	19	19	19	19	19
Classroom Arrangement and Management	14	15	15	15	15	15	15	15
General Methodology	13	11	13	12	13	11	11	12
Social Studies -- Content	2	3	1	1	2	1	2	1
Social Studies--Materials and Student Activities	3	2	2	2	1	2	1	2

TABLE XI

RANK ORDERING OF PRIORITIES, BASED ON SECTION MEANS ACCORDING TO TEACHER CERTIFICATION AND LEVEL OF INSTRUCTION

Section	Primary Rank		Intermediate Rank		Junior High Rank		Senior High Rank	
	Cert.	Not Cert.	Cert.	Not Cert.	Cert.	Not Cert.	Cert.	Not Cert.
Experience Units	13	12	14	14	14	13	14	13
Special Subjects	18	18	18	18	18	16	18	18
Reading Teaching Methods	5	4	7	5	7	6	11	7
Reading--Materials and Student Activities	4	5	6	6	5	3	9	4
Arithmetic--Teaching Methods	7	6	4	4	6	5	6	5
Arithmetic--Materials and Student Activities	6	7	5	7	4	7	4	6
Language Arts--Teaching Methods	10	9	8	8	9	9	8	8
Language Arts--Materials and Student Activities	9	8	9	9	8	8	5	9
Science--Content	14	14	13	13	13	14	13	15
Science--Materials and Student Activities	12	11	12	11	11	12	10	12
Social Studies--Materials and Student Activities	2	2	1	1	1	1	1	1
Seatwork	1	1	3	3	3	4	3	3
Pupil Evaluation	16	17	16	16	16	17	15	16
Professional Relationships	8	10	10	10	10	10	7	10
Psychological Information	19	19	19	19	19	19	19	19
Classroom Arrangement and Management	15	15	15	15	15	15	16	14
General Methodology	11	13	11	12	12	11	12	11
Social Studies -- Content	3	3	2	2	2	2	2	2

TABLE XII

RANK ORDERING OF PRIORITIES, BASED ON SECTION MEANS ACCORDING TO SITUATION AND LEVEL OF INSTRUCTION

Section	Primary Rank			Intermediate Rank			Junior High Rank			Senior High Rank		
	Good	Avg.	Poor	Good	Avg.	Poor	Good	Avg.	Poor	Good	Avg.	Poor
Experience Units	14	13	12	14	14	13	14	13	16	15	14	11
Special Subjects	18	18	17	18	17	18	18	16	18	18	18	19
Reading--Teaching Methods	5	5	5	6	6	4	7	7	8	11	7	6
Reading--Materials and Student Activities	4	4	3	7	5	7	6	4	4	8	6	8
Arithmetic--Teaching Methods	6	6	9	4	4	5	3	6	9	5	4	4
Arithmetic--Materials and Student Activities	7	7	6	5	7	6	5	5	6	4	5	3
Language Arts--Teaching Methods	9	10	10	8	8	9	8	8	10	7	9	9
Language Arts--Materials and Student Activities	8	8	7	9	9	8	9	9	7	6	10	7
Science--Content	13	13	14	11	13	14	11	14	14	13	13	16
Science--Materials and Student Activities	12	11	11	12	12	11	10	11	12	9	12	18
Social Studies--Content	3	3	4	2	2	2	2	2	2	2	2	5
Social Studies--Materials and Student Activities	2	2	2	1	1	1	1	1	1	1	1	1
Seatwork	1	1	1	3	3	3	4	3	3	3	3	2
Pupil Evaluation	17	16	15	16	16	16	17	18	13	14	16	13
Pupil Characteristics	16	17	18	17	18	17	16	17	17	17	17	15
Professional Relationships	10	9	8	10	10	10	13	10	5	10	8	10
Psychological Information	15	15	16	15	15	15	15	15	15	16	15	14
Classroom Arrangement and Management	15	15	16	15	15	15	15	15	15	16	15	14
General Methodology	11	12	13	13	11	12	12	12	11	12	11	12

II. RANK ORDERING OF DIFFICULTIES WITHIN INSTRUCTIONAL AREAS

The data presented in the remainder of this chapter focused on the rankings among specific tasks or items within each section of the questionnaire. As previously mentioned, the questionnaire was organized by sections with specific instructional tasks included as items. For example, the section on reading contained thirteen items each of which were ranked according to difficulty in the areas of reading methods and materials. In reviewing the data the reader may find it helpful to refer to the questionnaire and instructions which were included in Appendix 1. As noted only the rankings among the specific items within each section was presented in the following tables. Detailed tables containing the means, standard deviations and number of respondents related to each item may be found in Appendix 3.

In most cases the data contained in the tables is self-explanatory. The rank of 1 indicated the area within the section which was considered by the respondents to cause them the most difficulty. The rank of 2 was assigned to the task considered to be the next most difficult (and so forth) for each item in the respective sections. It may be recalled that on most, though not all, of the questionnaire the respondents were instructed to react to each item using a five point scale. The rankings among the items were determined on the basis of the mean value of the responses to that item, i.e., the higher the mean the greater the difficulty with regard to the task being rated. Since the purpose of the study was to identify priority topics for in-service training, the analysis was concerned only with ranking the instructional tasks in areas of perceived difficulty. No attempt was made to test the statistical significance of differences between rankings. Sufficient data has been included in the appendix to conduct such an analysis.

Use of experience units. The rank ordering of difficulties in the use of experience units reported by teachers of educable retarded children at the primary, intermediate, junior high, and senior high school levels are contained in Table XIII.

The reported difficulties regarding the use of experience units are somewhat uniform across the various levels. The consistency is particularly evident in the case of problems related to "organizing a number of units into a sequence for a yearly plan of work," and in the management of "individual differences while teaching units." These problem areas were consistently ranked among the top three instructional problems at each level. For the remaining areas it will be noted that while a task ranking may change positions from level to level the rankings are generally consistent in terms of perceived difficulty for teachers at all levels. It is interesting to note that the selection of unit topics was perceived as presenting the least difficulty at each of the four levels.

A minimum of 90 percent of the respondents indicated that it "would be helpful to have available a selection of prepared units" (item 8) which could be modified for use in their classrooms. The purpose of this item, which is inconsistent with other items, was to ascertain the need for a specific type of materials which could be disseminated through in-service training sessions.

Special subjects.

This section of the survey instrument was not intended to be inclusive. Only the areas of art, music, and physical education was referred to. Table XIV illustrates the rank order of difficulty in terms of the entries in this section by level of instruction. The selection of appropriate methods in teaching art and music were perceived as representing the most difficulty to teachers at all levels. The main exception was at the junior high level where the selection of methods for teaching music ranked third. The selection of music activities at the junior high level ranked first in difficulty whereas the other levels ranked it as presenting only moderate difficulty.

Physical education was perceived as posing the least difficulty to special class teachers. This situation might be explained by the fact that in many special classes the responsibility for physical education is handled by the regular physical education teacher.

TABLE XIII

RANK ORDER OF DIFFICULTIES IN THE USE OF EXPERIENCE UNITS AS PERCEIVED BY TEACHERS OF EDUCABLE MENTALLY RETARDED

		P*		I		JH		SH	
		n	Rank	n	Rank	n	Rank	n	Rank
Do you experience difficulty:									
1. In selecting unit topics?		172	7	167	7	83	7	42	7
2. In writing your own units?		177	6	166	4	83	6	41	3
3. In the use of resource material?		174	5	166	6	84	4	42	5
4. In the development of seatwork for use with units?		174	3	165	5	84	2	40	4
5. In organizing a number of units into a sequence for a yearly plan of work?		170	2	164	1	82	3	42	1
6. In handling individual differences while teaching units?		125	1	169	2	84	1	42	2
7. In integrating the teaching of basic skills into units?		168	4	165	3	81	5	40	6
8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom?	Yes No	96.6% 3.4%		95.3% 4.7%		94.3% 5.7%		90.7% 9.3%	

*P = Primary
I = Intermediate
JH = Junior High
SH = Senior High

TABLE XIV

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN TEACHING SPECIAL SUBJECTS AS PERCEIVED BY TEACHERS OF EDUCABLE MENTALLY RETARDED

	Primary		Intermediate		Junior High		Senior High	
	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank
Do you experience difficulty:								
1. In selecting appropriate art activities?	49	6	23	5	30	5	27	4
2. In selecting appropriate methods for teaching art?	18	2	62	1	43	2	21	2
3. In obtaining materials for teaching art?	49	4	21	3	28	4	29	5
4. In selecting appropriate music activities?	17	3	62	4	44	1	20	3
5. In selecting appropriate methods for teaching music?	47	1	22	2	30	3	21	1
6. In selecting physical education activities	16	5	53	6	44	6	22	6

Reading. The results related to the teaching of reading to educable retarded children are presented in Tables XV (primary level), XVI (intermediate level), XVII (junior high level), and XVIII (senior high school level). Within the reading section of the questionnaire, the respondents at each level were asked to judge the appropriateness of a given component of a reading program, e.g., the use of a basal series. Those who considered a given component as appropriate were asked to rate difficulties in teaching methods and in the development of materials and student activities associated with that particular component. Respondents who judged an item to be inappropriate did not rate difficulties in the teaching of that particular item.

In interpreting the rankings the reader should note the percent of respondents who considered the component as inappropriate. This is particularly important. For instance, 36.38 percent of the teachers of educable retarded children at the primary level judged instruction in the "use of the dictionary" to be inappropriate (Table XV). Those who did not consider it as inappropriate rated the use of the dictionary as the second most difficult problem with regard to both teaching methods and materials and student activities. The large number of teachers who checked inappropriate on this item was anticipated at the primary level because of the low reading level of the children involved. It would also be expected on this age level that the use of the dictionary would be difficult to teach to those students possessing limited reading skills. In reviewing the tables the reader should look closely at those items which ranked high and which also showed a high percent of "inappropriate" responses. In those situations in which the "inappropriate" responses were high and the rankings is high the high rankings, e.g., 1 or 2, should not be interpreted as having the same

TABLE XV

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF READING AS PERCEIVED BY TEACHERS OF PRIMARY EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%[1]	n	Rank	n	Rank
1. Use of basal reading series with mentally retarded children	13	7.26	162	11	163	11[2]
2. Readiness Program	10	5.59	164	12	167	9
3. Sight Vocabulary	9	5.03	165	7[1]	166	12
4. Phonics	14	7.82	163	5	164	6
5. Structural Analysis	28	15.64	146	1	147	1
6. Oral Reading	12	6.70	159	13	161	13
7. Reading Comprehension	10	5.59	161	4	164	4
8. Grouping for Ability Differences	7	3.91	167	8[1]	161	8
9. Supplemental Reading	18	10.06	154	6	155	5
10. Use of Dictionary	66	36.87	102	2	106	2
11. Use of Experience Charts	10	5.59	161	10	161	10
12. Application of Reading in Everyday Situations	13	13.97	145	3	147	3

NOTE: In this and in the following tables, N refers to the number of responses. Figures in the column under % have been determined according to the following formula:

$$\% = \frac{\text{Number of responses}}{\text{Total number of teachers in this category}}$$

[1] Ranks 7 and 8 were tied (See Appendix 3).

[2] Ranks 10 and 11 were tied (See Appendix 3).

TABLE XVI

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF READING AS PERCEIVED BY TEACHERS OF INTERMEDIATE EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	Rank	n	Rank
1. Use of basal reading series with mentally retarded children	15	8.72	152	12	152	12
2. Readiness program	45	25.16	116	11	116	9
3. Sight vocabulary	11	6.40	115	10	154	11
4. Phonics	8	4.65	160	4	159	4
5. Structural Analysis	8	4.65	156	2	158	2[2]
6. Oral reading	4	2.33	164	13	165	13
7. Reading comprehension	4	2.33	162	1	161	1[2]
8. Grouping for ability differences	4	2.33	159	9[1]	158	8
9. Supplemental reading	3	1.74	159	6	162	5
10. Use of dictionary	5	2.91	161	5	161	6
11. Use of experience charts	12	6.98	147	7	149	10
12. Application of reading in everyday situations	2	1.16	164	8[1]	162	7
13. Recreational reading	2	1.16	163	3	163	3

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[1] Ranks 8 and 9 were tied (See Appendix 3).

[2] Ranks 1 and 2 were tied (See Appendix 3).

TABLE XVII

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF READING AS PERCEIVED BY TEACHERS OF JUNIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	Rank	n	Rank
1. Use of basal reading series with mentally retarded children	14	16.09	64	6	62	3
2. Readiness program	41	47.13	35	9	36	9[1]
3. Sight vocabulary	10	11.49	65	8	67	11
4. Phonics	4	4.60	73	10	72	10
5. Structural analysis	5	5.75	70	3	70	5
6. Oral reading	3	3.45	74	13	74	13
7. Reading comprehension	4	4.60	69	2	74	6
8. Grouping for ability differences	4	4.60	72	12	73	8[1]
9. Supplemental reading	4	4.60	73	5	74	2
10. Use of dictionary	3	3.45	58	11	75	12
11. Use of experience charts	17	19.54	58	4	57	4
12. Application of reading in everyday situations	3	3.45	73	7	76	7
13. Recreational reading	3	3.45	74	1	74	1

---

[1] Ranks 8 and 9 tied (See Appendix 3).

TABLE XVIII

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF READING AS PERCEIVED BY TEACHERS OF SENIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Use of basal reading series with mentally retarded children	19	44.19	23	9	22	9
2. Readiness program	24	55.81	18	10	17	10
3. Sight Vocabulary	13	30.23	27	7	26	6
4. Phonics	12	27.90	28	3	27	2[1]
5. Structural analysis	11	25.28	29	1	28	5[2]
6. Oral reading	4	9.30	37	11	35	13
7. Reading comprehension	1	2.33	38	4	39	4[2]
8. Supplemental reading	2	4.65	38	2	39	1
10. Use of dictionary	1	2.33	39	12	40	12
11. Use of experience charts	14	32.56	27	5	26	3[1]
12. Application of reading in everyday situations	1	2.33	40	13	39	11
13. Recreational Reading	2	4.65	39	6	39	7

[1] Ranks 2 and 3 tied (See Appendix 3).

[2] Ranks 4 and 5 tied (See Appendix 3).

priority as the item which has a small inappropriate response and a high priority ranking.

Within the reading section of the questionnaire, the rankings of problems in teaching methods changed somewhat from level to level. Nevertheless, there were two items which ranked consistently high in difficulty throughout the different instructional levels. At every level the teaching of structural analysis and comprehension were ranked among the top three problems at the elementary, intermediate, and junior high school levels.

There were fewer uniform rankings from level to level on the matter of materials and student activities, which indicated the individual problems tended to be somewhat unique at each level. It was clear that within the various levels there was a high relationship between difficulties in teaching methods and problems in materials and student activities. For instance, at the elementary level the four most difficult teaching methods problems were in the areas of structural analysis, use of the dictionary, recreational reading, and reading comprehension. These same four areas were ranked in identical order when materials and student activities were considered. A further examination of Tables XV, XVI, XVII, and XVIII will reveal the areas of difficulty unique to each level.

Arithmetic. The data from the arithmetic section of the questionnaire have been presented in Tables XIX, XX, XXI, and XXII. With regard to the arithmetic curriculum, it was apparent that there was considerably more diversity of opinion regarding appropriate content at the elementary level than at any of the other three levels of instruction. This would indicate a need for more careful guidance and attention to arithmetic curriculum development on the part of special education directors, supervisors, and teachers.

TABLE XIX

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF ARITHMETIC, AS PERCEIVED BY TEACHERS OF PRIMARY EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Use of basal arithmetic series in special education classes	30	16.76	140	6	138	4
2. Readiness program	13	7.26	158	12	152	11
3. Addition	9	5.03	160	13	158	13
4. Subtraction	13	7.26	156	11	154	12
5. Multiplication	96	53.63	64	7	66	7
6. Division	101	56.42	55	4	57	6
7. Word problems	39	21.79	126	1	125	1[1]
8. Fractions and decimals	109	60.89	43	3	46	3
9. Concept of place values	56	31.28	100	2	102	2[1]
10. Grouping for ability differences	18	10.06	145	10	139	10
11. Use of money	14	7.82	157	9	154	8
12. Time	11	6.15	158	8	154	9
13. Measurement	18	10.06	149	5	147	5

[1] Ranks 1 and 2 were tied (See Appendix 3).

TABLE XX

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF ARITHMETIC, AS PERCEIVED BY TEACHERS OF INTERMEDIATE EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Use in basal arithmetic series in special education classes	13	7.56	154	6	150	6
2. Readiness program	39	22.67	126	10	120	7
3. Addition	5	2.91	159	13	160	13
4. Subtraction	5	3.91	160	12	159	12
5. Multiplication	17	9.88	147	7	148	9
6. Division	23	13.37	138	4	141	4
7. Word problems	6	3.49	158	1	158	1
8. Fractions and decimals	37	21.51	124	2	124	2
9. Concept of place values	20	11.63	137	3	138	3
10. Grouping for ability differences	8	4.65	154	11	154	8
11. Use of money	2	1.16	165	9	162	10
12. Time	2	1.16	165	8	164	11
13. Measurement	1	0.58	165	5	165	5

TABLE XXI

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF ARITHMETIC, AS PERCEIVED BY TEACHERS OF JUNIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Use of basal arithmetic series in special education classes	16	18.39	60	7	62	4
2. Readiness program	41	47.13	33	5	35	5
3. Addition	9	10.34	69	13	69	13
4. Subtraction	8	9.20	69	12	69	12
5. Multiplication	8	9.20	70	8[1]	70	10
6. Division	10	11.49	68	6	68	8
7. Word problems	9	10.34	69	1	69	1
8. Fractions and decimals	10	11.49	68	2	67	2
9. Concept of place values	8	9.20	69	3	69	3
10. Grouping for ability differences	9	10.34	69	11	68	7
11. Use of money	9	10.34	69	10	69	11
12. Time	8	9.20	70	9[1]	71	9
13. Measurement	7	8.05	72	4	72	6

[1] Ranks 8 and 9 were tied (See Appendix 3).

TABLE XXII

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF ARITHMETIC, AS PERCEIVED BY TEACHERS OF SENIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Use of basal arithmetic series in special education classes	14	32.56	29	8	26	4
2. Readiness program	20	46.51	22	6	19	6
3. Addition	3	6.98	39	13	37	13
4. Subtraction	3	6.98	39	12	37	12
5. Multiplication	3	6.98	38	9	37	10
6. Division	4	9.30	38	5	36	8[1]
7. Word problems	3	6.98	39	1	36	1
8. Fractions and decimals	5	11.63	37	3	35	2
9. Concept of place values	4	9.30	37	2	35	3
10. Grouping for ability differences	3	6.98	39	7	37	9[1]
11. Use of money	1	2.33	41	11	40	11
12. Time	1	2.33	41	10	40	7
13. Measurement	1	2.33	41	4	40	5

[1] Ranks 8 and 9 were tied (See Appendix 3).

Regarding teaching methods, there was agreement across all instructional levels that methodology applied to the teaching of fractions and decimals, and the concept of place value, presented consistent difficulties. These areas were ranked among the top four problems at each level. Beyond this, word problems were areas of high concern at three levels, i.e., primary, intermediate, and senior high school. The teaching of division, as anticipated, presented special problems at the primary and intermediate levels. The teaching of concepts related to measurement ranked as the fourth most difficult problem at the junior and senior high school levels.

The situation with regard to materials and student activities in arithmetic indicated a somewhat similar picture to that found in the area of reading. There was a high relationship between the problems encountered in teaching methods and with those involving materials and student activities. It was suspected, in view of these uniform relationships, that the problems in terms of teaching methods may be attributed to a lack of commercially prepared or teacher-constructed materials and student activities.

Language arts. In the language arts area the unique needs at each level of instruction were again apparent in that the difficulties presented by various tasks change as the youngsters progress through the curriculum. However, the respondents unanimously ranked highly the problems of improving both oral and written self-expression in the areas of establishing effective teaching methods and of correlating materials and student activities. The rankings are presented in Tables XXIII, XXIV, XXV, and XXVI.

Science. The data provided in Tables XXVII, XXVIII, XXIX, and XXX reveal the rankings of problem areas found in teaching science to the educable mentally retarded. The science section format of the questionnaire

TABLE XXIII

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF LANGUAGE ARTS, AS PERCEIVED BY TEACHERS OF PRIMARY EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Listening skills	2	1.11	172	6	169	7
2. Oral vocabulary development	3	1.66	171	7	168	3
3. Improving oral expression	2	1.11	169	5	168	4
4. Manuscript writing	6	3.35	165	11	167	11
5. Cursive writing	62	34.64	104	9	108	10
6. Spelling	28	15.64	143	8	142	8
7. Use of telephone	21	11.73	141	10	149	9
8. Following directions	3	1.68	171	3	169	6
9. Lettering	44	24.58	123	4	124	5
10. Written self-expression	56	31.28	109	2	110	2
11. Business forms (checks, application blanks, etc.)	133	74.00	24	1	28	1

TABLE XXIV

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF LANGUAGE ARTS, AS PERCEIVED BY TEACHERS OF INTERMEDIATE EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Listening skills	3	1.74	162	6	159	6
2. Oral vocabulary development	3	1.74	160	7	156	7
3. Improving oral expression	4	2.33	159	4	158	4
4. Manuscript writing	26	15.12	135	10	134	11
5. Cursive writing	5	2.91	160	9	160	9
6. Spelling	2	1.16	163	8	164	8
7. Use of telephone	8	4.65	143	11	143	10
8. Following directions	2	1.16	164	3	162	3
9. Lettering	5	2.91	160	5	158	5
10. Written self-expression	7	4.07	157	1	158	1
11. Business forms (checks, application blanks, etc.)	74	43.02	82	2	87	2

TABLE XXV

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF LANGUAGE ARTS, AS PERCEIVED BY TEACHERS OF JUNIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Listening skills	2	2.30	75	4	71	5
2. Oral vocabulary development	2	2.30	74	6[1]	70	6
3. Improving oral expression	2	2.30	74	2	70	2
4. Manuscript writing	29	33.33	47	10	46	7
5. Cursive writing	7	8.05	69	9	65	10
6. Spelling	4	4.60	73	8	70	9
7. Use of telephone	11	12.64	64	11	63	11
8. Following directions	2	2.30	75	5[1]	72	4
9. Lettering	2	2.30	75	7	72	8
10. Written self-expression	3	3.45	74	1	70	1
11. Business forms (checks, application blanks, etc.)	13	14.94	63	3	62	3

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[1] Ranks 5 and 6 were tied. (See Appendix 3).

TABLE XXVI

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF LANGUAGE ARTS, AS PERCEIVED BY TEACHERS OF SENIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Teaching methods		Materials and student activities	
	n	%	n	rank	n	rank
1. Listening skills	2	4.65	39	6	39	5
2. Oral vocabulary development	2	4.65	39	5	36	4
3. Improving oral expression	1	2.33	41	4	39	2
4. Manuscript writing	16	37.21	25	2	25	3
5. Cursive writing	6	13.95	34	3	34	6
6. Spelling	1	2.33	41	7[1]	40	7
7. Use of telephone	8	18.60	33	11	32	11
8. Following directions	0	0	41	8[1]	41	8[2]
9. Lettering	1	2.33	41	9	40	9[2]
10. Written self-expression	1	2.33	40	1	40	1
11. Business forms (checks, spplication blanks, etc.)	2	4.65	38	10	38	10

[1] Ranks 7 and 8 were tied. (See Appendix 3).

[2] Ranks 8 and 9 were tied. (See Appendix 3).

was partially altered from that used in the case of the basic skills (see Appendix 1). In this section the respondents were asked to rate difficulties in determining content, rather than to rate difficulties in teaching methods. The same format was maintained in the ratings of difficulties regarding materials and student activities. The reason for the modification was that science was considered more subject-matter oriented than skill-oriented, as is the case in reading, arithmetic, and language arts.

A review of Tables XXVII through XXX indicated that there was a high degree of consistency in the rankings across the various instructional levels. In general, the respondents reported the greatest difficulty in determining the content of the science curriculum, related to teaching about the sun, earth and moon; the air; conservation; and water. A strong relationship was noted between problems in determining content to be included and problems in providing relevant materials and student activities.

It is especially noteworthy that a sizeable proportion of the teachers of senior high school retarded youngsters considered many of the various science topics listed as inappropriate for this student population. Again, it would appear that better guidance is needed regarding curriculum content and sequence in this area.

Social studies. Tables XXXI through XXXVI contain the rankings of problem areas in the teaching of social studies. The format of the section covering social studies was the same as that used in the section on science in that the respondents noted difficulties in determining content, as opposed to difficulties in teaching methods[1].

The interpretation of the data on social studies presented problems not encountered in other sections of the questionnaire. This was especially true with regard to the rankings at the elementary and intermediate levels

[1] See Appendix 3.

TABLE XXVII

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF SCIENCE, AS PERCEIVED BY TEACHERS OF PRIMARY EDUCABLE MENTALLY RETARDED

	Not appropriate		Determining content		Materials and student activities	
	n	%	n	rank	n	rank
1. Weather	6	3.35	168	7	168	6[1]
2. Seasons of the year	5	2.79	168	8	168	7
3. Plants	5	2.79	168	5	169	5[1]
4. Animals	5	2.79	169	6	168	8
5. Sun, earth, moon	23	12.85	147	2	146	2
6. Air	24	13.41	147	3	145	3
7. Water	19	10.61	152	4	151	4
8. Conservation of natural resources	40	22.35	125	1	125	1

[1] Ranks 5 and 6 were tied. (See Appendix 3).

TABLE XXVIII

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF SCIENCE, AS PERCEIVED BY TEACHERS OF INTERMEDIATE EDUCABLE MENTALLY RETARDED

	Not appropriate		Determining content		Materials and student activities	
	n	%	n	rank	n	rank
1. Weather	8	4.65	156	7	157	5
2. Seasons of the year	7	4.07	157	8	158	8
3. Plants	10	5.81	152	5	153	6
4. Animals	9	5.23	153	6	154	7
5. Sun, earth, moon	12	6.98	149	1	148	1
6. Air	11	6.40	150	2	152	2
7. Water	9	5.23	152	4	153	4
8. Conservation of natural resources	14	8.14	148	3	148	3

TABLE XXIX

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF SCIENCE, AS PERCEIVED BY TEACHERS OF JUNIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Determining content		Materials and student activities	
	n	%	n	rank	n	rank
1. Weather	11	12.64	64	7	64	7
2. Seasons of the year	12	13.79	63	8	64	8
3. Plants	11	12.64	63	5	66	5
4. Animals	11	12.64	63	6	65	6
5. Sun, earth, moon	11	12.64	64	4[1]	65	3
6. Air	10	11.49	64	1	65	1
7. Water	11	12.64	63	3[1]	65	4
8. Conservation of natural resources	9	10.34	65	2	67	2

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[1] Ranks 3 and 4 were tied. (See Appendix 3).

TABLE XXX

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF SCIENCE, AS PERCEIVED BY TEACHERS OF SENIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Determining content		Materials and student activities	
	n	%	n	rank	n	rank
1. Weather	10	23.26	29	5	29	4
2. Seasons of the year	12	27.91	27	7	27	8
3. Plants	12	27.91	27	20	27	5
4. Animals	12	27.91	27	3	27	3
5. Sun, earth, moon	10	23.26	29	1	29	1
6. Air	12	27.91	27	4	27	4
7. Water	11	25.48	28	6	28	6
8. Conservation of natural resources	8	18.60	31	8	31	7

of instruction. It was apparent in an examination of Tables XXXI and XXXII that many of the items listed in the section covering social studies of the questionnaire were considered to be inappropriate for the younger educable retarded children at these levels. As might be expected, therefore, high levels of difficulty were assigned to these areas by teachers who attempted to include them in the social studies' curriculum. For example, at the primary level (Table XXXI), 83.80 percent of the respondents felt that item 19 "Understanding fringe benefits (Social Security, etc.)" was inappropriate for children of this age group. Yet the small number of teachers who did consider the areas as appropriate (N=11) ranked it as the most difficult area with regard to the determination of content. Because of this situation, somewhat unique to the social studies area, the rankings of difficulty in determining content and in providing correlated materials and student activities must be considered in relation to the degree to which a given topic was considered appropriate at the various levels.

The most consistent agreement on difficulties in the determination of content appeared at the junior and senior high levels. The respondents uniformly rated the areas of sex education; understanding union membership; basic understanding of federal, state and local government; and historical events as appropriate areas and as areas in which the determination of content was most difficult. The same high, positive relationship noted in the science section was apparent in the section on social studies. Topics presenting the greatest difficulty in the determination of content also presented teachers with similar levels of difficulty in providing for materials and student activities. The returns for social studies reflected the changing content of the curriculum as the students pass through the

TABLE XXXI

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF SOCIAL STUDIES AS PERCEIVED BY TEACHERS OF PRIMARY EDUCABLE MENTALLY RETARDED

	Not appropriate		Determining content		Materials and student activities	
	n	%	n	rank	n	rank
1. Understanding of home and family	5	2.79	173	19	169	19
2. Understanding of Community	7	3.91	169	16	165	16
3. Safety	5	2.70	171	20	168	20
4. Health	4	2.23	171	18	167	18
5. Basic Understanding of federal, state and local government	105	58.66	63	4	64	4[1]
6. Local current events	44	24.58	127	12	123	14
7. State current events	75	41.90	92	8	89	7
8. National current events	76	42.46	87	6	86	8
9. Use of news media	59	32.96	107	10	105	10[2]
10. Historical events	60	33.52	104	9	104	9
11. Sex education	91	50.84	72	5	68	5[1]
12. Respect for law and authority	5	2.79	164	14	165	13
13. Wise use of leisure time	15	8.38	152	11	156	11[2]
14. Getting from one place to another	19	10.61	148	15	150	15
15. Grooming	4	2.23	168	17	165	17
16. Development of good work habits and attitudes	23	10.61	144	13	144	12
17. Developing realistic job aspirations	111	62.01	51	7	52	6
18. Process of applying for a job	147	82.12	16	3	17	3
19. Understanding fringe benefits (Social Security, etc.)	150	83.80	11	1	12	1
20. Understanding union membership	151	84.36	10	2	10	2

[1] Ranks 4 and 5 tied. (See Appendix 3).

[2] Ranks 10 and 11 tied. (See Appendix 3).

TABLE XXXII

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF SOCIAL STUDIES, AS PERCEIVED BY TEACHERS OF INTERMEDIATE EDUCABLE MENTALLY RETARDED

	Not appropriate		Determining content		Materials and student activities	
	n	%	n	rank	n	rank
1. Understanding of home and family	3	1.74	163	19	162	19
2. Understanding of community	7	4.07	160	17	160	17
3. Safety	3	1.74	162	20	163	20
4. Health	3	1.74	163	18	163	18
5. Basic understanding of federal, state and local government	30	17.44	130	3	131	3
6. Local current events	10	5.81	154	13	152	15
7. State current events	24	13.95	139	6	137	6
8. National current events	24	13.95	139	5	134	5
9. Use of news media	16	9.30	147	11	143	11
10. Historical events	20	11.63	142	7	139	8
11. Sex education	47	27.33	112	2	110	1
12. Respect for law and authority	2	1.16	161	14	161	13
13. Wise use of leisure time	1	0.58	161	10	163	10
14. Getting from one place to another	8	4.65	153	16	153	16
15. Grooming	1	0.58	164	15	160	14
16. Development of good work habits and attitudes	13	7.56	151	12	151	12
17. Developing realistic job aspirations	55	31.98	107	8	106	7
18. Process of applying for a job	95	55.23	66	9	66	9
19. Understanding fringe benefits (Social Security, etc.)	104	60.47	56	4	58	4
20. Understanding union membership	110	63.95	50	1	53	2

TABLE XXXIII

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF SOCIAL STUDIES, AS PERCEIVED BY TEACHERS OF JUNIOR HIGH SCHOOL EDUCABLE MENTALLY RETARDED

	Not appropriate		Determining content		Materials and student activities	
	n	%	n	rank	n	rank
1. Understanding of home and family	8	9.20	66	13	66	13
2. Understanding of community	7	8.05	68	16	69	16
3. Safety	6	6.90	69	18[1]	68	17[3]
4. Health	6	6.90	67	17	68	19
5. Basic understanding of federal, state and local government	8	9.20	67	4	67	4
6. Local current events	5	5.75	71	19[1]	70	20
7. State current events	5	5.75	70	9	69	12
8. National current events	5	5.75	71	7	70	9
9. Use of news media	4	4.60	72	12	71	14
10. Historical events	5	5.75	71	5	60	6
11. Sex education	13	14.94	63	1	62	1
12. Respect for law and authority	4	4.60	72	8	68	8
13. Wise use of leisure time	4	4.60	71	14[2]	69	7
14. Getting from one place to another	7	8.05	69	15[2]	65	15
15. Grooming	6	6.90	71	20	68	18[3]
16. Development of good work habits and attitudes	6	6.90	68	10	68	10
17. Developing realistic job aspirations	8	9.20	67	6	67	5
18. Process of applying for a job	14	16.10	60	11	61	11
19. Understanding fringe benefits (Social Security, etc.)	21	24.14	54	3	54	3
20. Understanding union membership	26	29.89	49	2	49	2

[1] Ranks 18 and 19 were tied. (See Appendix 3).

[2] Ranks 14 and 15 were tied. (See Appendix 3).

[3] Ranks 17 and 18 were tied. (See Appendix 3).

TABLE XXXIV

APPROPRIATENESS AND RANK ORDER OF DIFFICULTIES IN THE TEACHING OF SOCIAL STUDIES AS PERCEIVED BY TEACHERS OF SENIOR HIGH EDUCABLE MENTALLY RETARDED

	Not appropriate		Determining content		Materials and student activities	
	n	%	n	rank	n	rank
1. Understanding of home and family	2	4.65	40	19	39	10
2. Understanding of community	2	4.65	39	18	39	
3. Safety	1	2.33	41	13	39	16
4. Health	2	4.65	40	16	38	17
5. Basic understanding of federal, state, and local government	2	4.65	40	3	38	4
6. Local current events	2	4.65	40	14	40	14
7. State current events	2	4.65	40	9	40	14
8. National current events	2	4.65	40	8	40	15
9. Use of news media	2	4.65	40	15	40	18
10. Historical events	3	6.98	39	4	38	3
11. Sex education	5	11.63	35	1	34	1
12. Respect for law and authority	1	2.33	40	11	39	7
13. Wise use of leisure time	1	2.33	40	5	40	5
14. Getting from one place to another	1	2.33	40	10	40	11
15. Grooming	1	2.33	40	20	40	9
16. Development of good work habits and attitudes	1	2.33	40	12	40	12
17. Developing realistic job aspirations	1	2.33	40	7	40	6
18. Process of applying for a job	2	4.65	39	17	40	20
19. Understanding fringe benefits (Social Security, etc.)	4	9.30	37	6	38	8
20. Understanding union membership	4	9.30	37	2	38	2

various instructional levels.

Data from the sections of the questionnaire covering the various difficulties the teachers reported regarding seatwork, pupil evaluation, pupil characteristics, professional relationships, psychological information, classroom arrangement and management, and general methodology were presented in Tables XXXV through XLIV.

The interpretation of data contained in these tables was self-explanatory and needed no elaboration. Particular attention should be given to changes in the difficulty rankings of a number of items across the various instructional levels. While there were a large number of cases in which the problems presented by a specific area were uniform across the levels, there were also clear indications of changes in the ages and academic levels of the students.

Audio visual equipment and materials. The reports of teachers related to problems in the availability, appropriateness, operation, and procuring of suitable materials for audio visual equipment were presented in Tables XLV through XLVIII.

It was clear that the greatest area of difficulty in the use of audiovisual aids related to the simple fact that fairly large numbers of teachers did not have such equipment and materials available to them. The second most difficult problem involved the selection or preparation of materials for use with audiovisual equipment. This unavailability of equipment was particularly unfortunate because an overwhelming majority of the teachers at all levels considered the use of the audiovisual aids to be appropriate.

It was of further interest that upwards of 80 percent of the respondents replied that it "would be helpful to have available programmed materials for use with the basic skills."

TABLE XXXV

RANK ORDER OF DIFFICULTIES IN EMPLOYING SEATWORK AS AN INSTRUCTIONAL TECHNIQUE, AS REPORTED BY TEACHERS OF PRIMARY MENTALLY RETARDED

Technique	Area	n	Rank
Do you have difficulty in developing seatwork in the areas indicated?	Arithmetic	173	14
	Language Arts	171	10
	Reading	170	15
	Social Studies	172	6
	Science	169	1
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	174	12
	Language Arts	168	9
	Reading	173	13
	Social Studies	166	5
	Science	167	3
Do you experience difficulty designing seatwork that is varied?	Arithmetic	174	8
	Language Arts	168	7
	Reading	173	11
	Social Studies	167	4
	Science	168	2

TABLE XXXVI

RANK ORDER OF DIFFICULTIES IN EMPLOYING SEATWORK AS AN INSTRUCTIONAL TECHNIQUE, AS REPORTED BY TEACHERS OF INTERMEDIATE EDUCABLE MENTALLY RETARDED

Technique	Area	n	Rank
Do you have difficulty in developing seatwork in the areas indicated?	Arithmetic	166	15
	Language Arts	165	11
	Reading	166	14
	Social Studies	167	6
	Science	164	3
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	162	13
	Language Arts	161	8
	Reading	163	12
	Social Studies	164	5
	Science	151	2
Do you experience difficulty designing seatwork that is varied?	Arithmetic	164	10
	Language Arts	163	7
	Reading	162	9
	Social Studies	164	4
	Science	161	1

TABLE XXXVII

RANK ORDER OF DIFFICULTIES IN EMPLOYING SEATWORK AS AN INSTRUCTIONAL TECHNIQUE, AS REPORTED BY TEACHERS OF JUNIOR HIGH EDUCABLE MENTALLY RETARDED

Technique	Area	n	Rank
Do you have difficulty in developing seatwork in the areas indicated?	Arithmetic	72	15
	Language Arts	76	11
	Reading	76	13
	Social Studies	72	9
	Science	69	2
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	70	14
	Language Arts	74	8
	Reading	74	10
	Social Studies	72	4
	Science	69	1
Do you experience difficulty designing seatwork that is varied?	Arithmetic	71	12
	Language Arts	74	7
	Reading	75	5
	Social Studies	71	6
	Science	68	3

TABLE XXXVIII

RANK ORDER OF DIFFICULTIES IN EMPLOYING SEATWORK AS AN INSTRUCTIONAL TECHNIQUE, AS REPORTED BY TEACHERS OF SENIOR HIGH EDUCABLE MENTALLY RETARDED

Technique	Area	n	Rank
Do you have difficulty in developing seatwork in the areas indicated?	Arithmetic	37	15
	Language Arts	38	11
	Reading	36	12
	Social Studies	37	9
	Science	34	2
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	37	13
	Language Arts	37	5
	Reading	36	6
	Social Studies	36	3
	Science	33	1
Do you experience difficulty designing seatwork that is varied?	Arithmetic	37	14
	Language Arts	38	8
	Reading	37	10
	Social Studies	36	7
	Science	35	4

TABLE XXXIX

NUMBER, PERCENTAGE, AND RANK ORDER OF DIFFICULTIES PERCEIVED IN PUPIL EVALUATION BY TEACHERS OF EDUCABLE MENTALLY RETARDED

	Primary			Intermediate			Junior High			Senior High		
	Not appro.	%	Rank	Not appro.	%	Rank	Not appro.	%	Rank	Not appro.	%	Rank
Do you experience difficulty												
1. In reporting pupil progress to parents?												
a. Report cards	16	8.94	3	18	10.47	4	7	8.05	2	2	4.65	1
b. Parent conferences	7	3.91	5	6	3.49	6	13	14.94	6	2	4.65	7
c. Written narrative reports	21	11.73	4	13	7.56	2	20	22.99	3	4	9.30	2[1]
d. Anecdotal records	21	11.73	2	15	8.72	3	16	18.39	5	5	11.63	3
2. In developing adequate teacher-made tests for classroom use?	40	22.35	1	9	5.23	1	3	3.45	1	2	4.65	4
3. In grading daily assignments?	0	0.0	7	0	0.0	5	0	0.0	4	0	0.0	5
4. In determining promotion policies?	0	0.0	6	0	0.0	7	0	0.0	7	0	0.0	6

TABLE XL

RANK ORDER OF DIFFICULTIES IN UNDERSTANDING AND UTILIZING KNOWLEDGE OF PUPIL CHARACTERISTICS BY TEACHERS OF EDUCABLE MENTALLY RETARDED

	Primary		Intermediate		Junior High		Senior High	
	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank
Do you experience difficulty								
1. In understanding and appreciating how social class differences affect pupil performance in school?	177	6	168	6	82	6	43	6
2. In understanding the intellectual characteristics of retarded children?	177	5	167	5	82	5	43	4
3. In understanding the social development of retarded children?	177	4	167	4	83	4	43	4
4. In understanding how emotional problems affect teaching of retarded children?	177	3	167	3	82	3	43	3
5. In utilizing knowledge of the speech and language development of the retarded child?	176	2	165	2	81	2	43	2
6. In understanding children with perceptual problems?	177	1	166	1	81	1	42	1

TABLE XLI

RANK ORDER OF DIFFICULTIES IN PROFESSIONAL RELATIONSHIPS AS PERCEIVED BY TEACHERS OF EDUCABLE MENTALLY RETARDED

	Primary		Intermediate		Junior High		Senior High	
	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank
Do you experience difficulty								
1. In developing good working relationships with administration and special teachers?	174	9	166	10	84	10	43	10
2. In obtaining supervision and assistance with teaching techniques and methods?	170	1	159	1	80	2	43	4
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.	176	6	166	7[1]	82	7	43	7
4. In developing good communication with community agencies such as the Social Welfare Department, etc.?	160	5	156	4	79	4	42	2
5. In developing good working relationships with regular class teachers within the school system?	171	10	161	9	82	9	43	8
6. In obtaining opportunities for planning and exchange of ideas with fellow special class teachers?	173	2	166	2	81	1	42	1
7. In gaining access to journals and references?	169	3	167	3	83	3	42	3
8. In dealing with confidential matters?	170	8	165	8	81	8	43	9
9. In establishing good teacher-parent rapport?	164	7	162	6[2]	82	6	43	5
10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide?	158	4	156	5	77	5	41	6

[1] Ranks 6 and 7 were tied (See Appendix 3).

TABLE XLII

RANK ORDER OF DIFFICULTIES IN UNDERSTANDING, UTILIZING AND INTERPRETING PSYCHOLOGICAL INFORMATION ON STUDENTS BY TEACHERS OF THE EDUCABLE MENTALLY RETARDED

	Primary		Intermediate		Junior High		Senior High	
	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank
Do you experience difficulty								
1. In understanding the function, role and duties of the school psychologist?	172	3	161	3	81	3	43	3
2. In utilizing and understanding information given in reports by the school psychogist?	172	1[1]	164	2	82	1	43	2
3. In interpreting group test results, e.g., readiness and achievement scores?	172	2[1]	164	1	83	2	43	1

[1] Ranks 1 and 2 were tied. (See Appendix 3).

TABLE XLIII

RANK ORDER OF DIFFICULTIES IN CLASSROOM ARRANGEMENT AND MANAGEMENT BY TEACHERS OF EDUCABLE MENTALLY RETARDED

	Primary		Intermediate		Junior High		Senior High	
	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank
Do you experience difficulty								
1. In handling a wide age span?	169	2	167	2	79	3	40	3
2. In individualizing instruction, yet planning for the rest of the class at the same time?	176	1	168	1	84	1	42	1
3. In establishing rules, routines, and daily procedures for the orderly operation of the classroom?	176	7	170	7	83	6	40	7
4. In establishing daily class schedule?	168	6	155	6	84	7	40	5
5. In developing appropriate techniques for management of pupil behavior?	169	4	160	4	80	5	39	6
6. In effective use of learning centers?	161	3	159	3	77	2	39	2
7. In organization of classroom environment conducive to learning: bulletin boards, seating arrangement, and appearance?	175	5	170	5	83	4	41	4

TABLE XLIV

RANK ORDER OF DIFFICULTIES IN GENERAL METHODOLOGY BY TEACHERS OF EDUCABLE MENTALLY RETARDED

	Primary		Intermediate		Junior High		Senior High	
	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank	Not appro.	Rank
Do you experience difficulty in using the following methods?								
Class discussion	175	8	167	8	82	8	42	8
Individual student reports	161	3	166	4	81	5	42	7
Committee work	149	1	157	1	78	3	41	1
Field trips	168	7	159	7	80	7	41	5[1]
Resource people	157	2	157	3	77	2	42	4[2]
Class experiment	162	4	159	5	79	4	42	3
Dramatization	171	6	161	2	75	1	42	2
Demonstrations	167	5	160	6	78	6	42	6

TABLE XLV

REPORTS OF TEACHERS OF PRIMARY EDUCABLE MENTALLY RETARDED REGARDING THE AVAILABILITY, APPROPRIATENESS, OPERATION AND PROCURING OF MATERIALS FOR USE WITH AUDIOVISUAL EQUIPMENT

Equipment	Not available		Not appropriate		Difficulty with operation		Difficulty in selection or preparation of materials	
	n	%	n	%	n	%	n	%
Motion picture projector	28	21.2	14	7.8	25	14.0	24	13.4
Slide projector	53	29.6	13	7.3	11	6.1	22	12.3
Film strip projector	35	19.6	12	6.7	9	5.0	22	12.3
Tape recorder	44	24.6	12	6.7	13	7.3	15	8.4
Opaque projector	59	33.0	14	7.8	12	6.7	18	10.1
Overhead projector	50	27.9	12	6.7	8	4.5	37	20.7
Phonograph	35	19.6	13	7.3	10	5.6	20	11.2
Camera	93	52.0	9	5.0	2	1.1	8	4.5
Related Materials								
Pictures	46	25.7	13	7.3			7	8.9
Posters	54	30.2	10	5.6			7	9.5
Models	70	39.1	6	3.4			12	6.7
Displays	69	38.5	5	2.8			14	7.8
Programmed instruction	80	44.7	16	8.9			10	5.6

Would it be helpful to have available programmed materials for use with the basic skills?			
Yes -	n 150	% 84.4	
No -	n 9	% 5.0	

TABLE XLVI

REPORTS OF TEACHERS OF INTERMEDIATE EDUCABLE MENTALLY RETARDED REGARDING THE AVAILABILITY, APPROPRIATENESS, OPERATION AND PROCURING OF MATERIALS FOR USE WITH AUDIOVISUAL EQUIPMENT

Equipment	Not available		Not appropriate		Difficulty with operation		Difficulty in selection or preparation of materials	
	n	%	n	%	n	%	n	%
Motion picture projector	25	14.5	10	5.8	25	14.5	24	14.0
Slide projector	48	27.8	11	6.4	4	2.3	16	9.3
Film strip projector	21	12.2	12	7.0	8	4.7	16	9.3
Tape recorder	41	23.8	11	6.4	11	6.4	11	6.4
Opaque projector	53	30.8	8	4.7	9	5.2	10	5.8
Overhead projector	54	31.4	13	7.6	10	5.8	34	19.8
Phonograph	23	13.4	13	7.6	5	2.9	12	7.0
Camera	101	58.7	12	7.0	1	0.6	5	2.9
Related Materials								
Pictures	32	18.6	11	6.4			10	5.8
Posters	36	20.9	9	5.2			9	5.2
Models	57	33.1	6	3.5			9	5.2
Displays	48	27.9	7	4.1			10	5.8
Programmed Instruction	72	41.9	6	3.5			10	5.8
Would it be helpful to have available programmed materials for use with the basic skills?	Yes - No -	n 143 n 6		% 83.1 % 3.5				

TABLE XLVII

REPORTS OF TEACHERS OF JUNIOR HIGH EDUCABLE MENTALLY RETARDED REGARDING THE AVAILABILITY, APPROPRIATENESS, OPERATION AND PROCURING OF MATERIALS FOR USE WITH AUDIOVISUAL EQUIPMENT

Equipment	Not available		Not appropriate		Difficulty with operation		Difficulty in selection or preparation of materials	
	n	%	n	%	n	%	n	%
Motion picture projector	18	20.7	4	4.6	3	3.4	9	10.3
Slide projector	19	21.8	7	8.0	1	1.1	9	10.3
Film strip projector	15	17.2	6	6.9	2	2.3	8	9.2
Tape recorder	20	23.0	4	4.6	3	3.4	9	10.3
Opaque projector	30	34.5	3	3.4	6	6.9	11	12.6
Overhead projector	21	24.1	6	6.9	4	4.6	21	24.1
Phonograph	12	13.8	5	5.7	1	1.1	10	11.5
Camera	40	46.0	5	5.7	0	0.0	9	10.3
Related Materials								
Pictures	17	19.5	6	6.9			9	10.3
Posters	20	23.0	6	6.9			9	10.3
Models	28	32.2	8	9.2			16	18.4
Displays	31	35.6	6	6.9			12	13.8
Programmed instruction	40	46.0	9	10.3			11	12.6

Would it be helpful to have available programmed materials for use with the basic skills?		
	Yes - n 70	% 80.5
	No - n 6	% 6.9

TABLE XLVIII

REPORTS OF TEACHERS OF SENIOR HIGH EDUCABLE MENTALLY RETARDED REGARDING THE AVAILABILITY, APPROPRIATENESS, OPERATION AND PROCURING OF MATERIALS FOR USE WITH AUDIOVISUAL EQUIPMENT

Equipment	Not available		Not appropriate		Difficulty with operation		Difficulty in selection or preparation of materials	
	n	%	n	%	n	%	n	%
Motion picture projector	6	14.0	2	4.7	3	7.0	7	16.3
Slide projector	10	23.3	1	2.3	0	0.0	3	7.0
Film strip projector	3	7.0	1	2.3	0	0.0	5	11.6
Tape recorder	9	20.9	3	7.0	3	7.0	7	16.3
Opaque projector	12	27.9	1	2.3	1	2.3	6	14.6
Overhead projector	8	18.6	2	4.7	3	7.0	11	25.6
Phonobraph	5	11.6	1	2.3	0	0.0	7	16.3
Camera	22	51.2	3	7.0	2	4.7	0	0.0
Related Materials								
Pictures	8	18.6	3	7.0			4	9.3
Posters	7	16.3	2	4.7			5	11.6
Models	16	37.2	1	2.3			3	7.0
Displays	18	41.9	1	2.3			2	4.7
Programmed instruction	18	41.9	2	4.7			6	14.0
Would it be helpful to have available programmed materials for use with the basic skills?	Yes n 38	% 88.4						
	No n 2	% 4.7						

Summary and Conclusions

The purpose of this study was to establish priorities for in-service training experiences designed for teachers of the educable mentally retarded in Iowa. It was a primary concern of the investigators that the priorities be based on expressions of teachers in the field. A comprehensive survey instrument was designed to ascertain a ranking of instructional problems perceived by teachers of the educable mentally retarded.

The results of this study will be utilized by the staff of the Special Education Curriculum Development Center as a guideline for the development of curriculum materials. Since the objective of SECDC is to supplement the in-service training efforts of local special education programs, it is anticipated that directors of special education will find the results of this study helpful in coordinating their own in-service training activities with the statewide programs of SECDC. Persons involved in the training of teachers should find the analysis of within-section comparisons a good indicator for specific instructional problems which their students will likely encounter as teachers. The survey instrument employed in this study should provide a basis from which curriculum committees at the local level can develop a unique instrument to determine needs for instructional assistance.

The findings of a study of this nature are difficult to summarize because of the extensive categories employed and the nature of the criteria. A basic finding of the study suggests that the level quality of teaching conditions, academic preparation, experience in regular and special education, or sex of teacher failed to influence the rankings of perceived difficulties, while the age level of the class currently taught by the teacher proved to be the most meaningful variable. The findings are reported by section and within-section comparisons. The section comparisons refer to the global topics of reading methods, social studies activities, etc., and the within-section comparisons consider the priority rankings of all items within the sections. In drawing conclusions for in-service priorities, the reader should consider first the section findings and then study closely the within-section comparisons. The within-section comparisons provide specific clues to instructional problems as perceived by teachers according to the age level of the students they are teaching.

In the analysis by section there was a surprisingly high degree of consistency in perceived difficulties tended to be maintained across the various age levels suggesting that instructional problems are generalized and not as influenced by such variables as level of professional training and amount of experience as has often been assumed. In general, seatwork, social studies materials and activities, and reading methods and materials ranked as the five most difficult areas. The teachers experienced the least difficulty in such areas as the use of psychological information, special subjects, understanding pupil characteristics, and pupil evaluation. This latter situation may be explained by the emphasis given to identifying instructional problems in the preliminary correspondence between SECDC and the teachers. In other words they may not have interpreted such areas as psychological services and pupil evaluation as instructional in nature. While allowing for some minor shifts which occur in the rankings by sections these data should be used in the selection of areas within the curriculum which deserve the attention in the planning of in-service training activities.

When the data were further broken down by the rank ordering of difficulties within curriculum areas the same high degree of consistency was noted. The various items within the general sections tended to maintain approximately the same difficulty rankings across the various instructional levels. Again, except for some minor and predictable shifts, the instructional problems of teachers at any given level tend to be quite similar to those of teachers at other levels. This breakdown of specific problem areas should be useful in the precise selection of topics demanding first consideration in the development of in-service training programs.

Considering the consistent difficulties expressed by teachers in the area of social studies and in view of the emphasis given to this general area in curriculum for the educable mentally retarded, it is recommended that persons involved in developing instructional programs consider seriously the need for investigating instructional objectives for social studies. The problems expressed may be caused by the lack of precise direction in terms of the behavior which a social studies program should influence. Global objectives in social studies for the mentally retarded have been frequently delineated in the literature. However, there is a paucity of information on which the teacher can rely in making her day to day instructional decisions in the area.

A problem not investigated in this study but one which is germane to the development of instructional materials relates to the assessment of achievement. Procedures for measuring the growth of special class pupils in the instructional objectives held for them need to be developed. Only through identifying instructional problems, preparing materials commensurate with teacher needs, and assessing pupil performance can significant increases in the improvement of instruction of the educable mentally retarded be attained.

APPENDIX 1

Appendix 1

Special Education
Curriculum Development
Center—an in-service training approach

EAST HALL
THE UNIVERSITY OF IOWA
IOWA CITY, IOWA 52240
Telephone 319-353-3157

Dear Colleague:

The questionnaire which we referred to in our introductory letter regarding the special Education Curriculum Development Center is now complete. The staff has spent considerable time in designing this instrument. A number of special class teachers, college students, and members of the University staff have assisted in the development and evaluation process.

In reviewing the questionnaire, you will note that it is very comprehensive. We purposefully chose to be inclusive, however, it is likely that many areas have been overlooked. Our objective is to offer you an opportunity to indicate to us your needs in terms of material and in-service training experience. In the event that you have need for assistance in an area which is not included on the questionnaire, summarize it on a separate sheet and attach it to the questionnaire.

We know that your schedule is busy, however, we hope that you will seriously consider each item. In our practice trials we have found that most teachers prefer completing the questionnaire in two different sittings. Use your own judgment in your approach. In order that we can begin processing the results as soon as possible, we would appreciate your returning the questionnaire prior to January 20, 1967.

Thank you for this consideration and we look forward to working with you in the months ahead.

Sincerely,

Edward L. Meyen
Acting Director

ELM/db

Appendix 1

GENERAL DIRECTIONS FOR COMPLETION OF QUESTIONNAIRE

1. Since this project is designed to assist you as a teacher of mentally retarded children, we sincerely hope that you will give careful consideration to each item and respond in a thoughtful manner. You may find that two or three sittings are necessary to complete this questionnaire.

2. We are basically interested in the kinds of instructional problems that special class teachers in Iowa are currently experiencing. You are to respond to each item in terms of the age level of students you are presently teaching.

3. Briefly read through the questionnaire to familarize yourself with the general format and purpose.

4. The sections dealing with subject matter areas do not necessarily refer to specific units of instruction. You should think of the items in terms of the broad, total program of special education. For example, you may not teach a specific science unit entitled, "weather," However, you may include some concepts about weather when teaching other units or subjects.

5. Throughout most of the questionnaire you are asked to respond on a five-point scale. Each of the scales is marked as follows:
   a. If you feel the item presents no difficulty, you should check (✓) in the first space as follows:

      1___ 2___ 3___ 4___ 5___

   b. If you feel that you experience some difficulty with the item you should check ( ) in the second space as follows:

      1___ 2___ 3___ 4___ 5___

c. If you feel that in your present teaching position the item is moderately difficult, you should check ( ) in the third space as follows:

1___ 2___ 3_✓_ 4___ 5___

d. If the item presents considerable difficulty, you should check ( ) in the fourth space as follows:

1___ 2___ 3___ 4_✓_ 5___

e. If you feel that the item poses great difficulty, you should check ( ) in the fifth space as follows:

1___ 2___ 3___ 4___ 5_✓_

6. Specific directions for completing each section of the questionnaire are included.

SPECIFIC DIRECTIONS FOR COMPLETION OF QUESTIONNAIRE

Section I - GENERAL INFORMATION

Fill in the information requested for Section I. In the last item, check ( ) the number of the description which best describes your current teaching position.

1. The general conditions are good. Any material desired is available. Supervisory and consultive services are appropriate and sufficient. Favorable working conditions exist.
2. The general conditions are average. Some, but not all, materials are available. Supervisory and consultive services offer assistance but could not be described as satisfying all needs. Working conditions are acceptable yet not entirely satisfactory.
3. The general conditions are poor. Very few materials are available. Supervisory and consultive services are limited. Working conditions are inadequate.

Section II - EXPERIENCE UNIT and Section III - SPECIAL SUBJECTS

In these sections you are asked to respond to the five point scale as defined in the general directions. Each item included with these sections is preceded by the phrase, "Do you experience difficulty with...."

In Section III, if you feel the item is not appropriate place a check ( ) in the space provided under the column headed "Not Appropriate."

Section IV - READING, Section V - ARITHMETIC and Section VI - Language arts

You will note that the material is presented as follows:

Teaching Methods
Materials and Student Activities

No Difficulty
Great Difficulty
Not applicable
No Difficulty
Great Difficulty

1___ 2___ 3___ 4___ 5___ Item (__) 1___ 2___ 3___ 4___ 5___

First read the item carefully and consider it as follows:

a. Is the item appropriate for the level of your class? If it is not, then check ( ) in the "Not Appropriate" column and ignore the "Teaching Methods" and "Materials and Student Activities" spaces.

b. If the item is appropriate for the level of your class, ignore the "Not Appropriate" column and move to the spaces under "Teaching Methods."

c. The teaching method is to be interpreted as the process the teacher uses in teaching a particular area or concept. This may include procedures, techniques, planning, and organization. You are to indicate on the five point scale as defined earlier the degree of difficulty, from no difficulty to great difficulty, you encounter.

d. The heading "Materials and Student Activities" implies developing and/or obtaining supplementary materials and student activities. Supplementary materials may be such things as flash cards, games, charts, etc. Student activities may involve either individual or group participation. Mark the five point scale in the same manner as before.

Section VIII - SCIENCE and Section VIII - SOCIAL STUDIES

The instructions for completing Sections VII and VIII are essentially the same as those for Sections IV, V, and VI, except for one basic change. The criteria on the left has been changed from teaching methods to "Determining Content to be Included." Therefore, in responding to this criteria you should consider each item in terms of the difficulty you experience in deciding what content to include when teaching the concept reflected in the item.

Section IX - SEATWORK through Section SV - GENERAL METHODOLOGY

In these sections you are again asked to respond to a five-point scale. The scale points are the same as before, from "No Difficulty" to "Great Difficulty." Each item included with these sections is preceded by the phrase, "Do you experience difficulty with..."

Section XVI - AUDIOVISUAL

1. Check column 1 if the audiovisual equipment is not available to you.
2. Check column 2 if you do not consider the particular audiovisual equipment appropriate for use with the mentally retarded.
3. Check column 3 if you experience difficulty in operating the equipment.
4. Check column 4 if you have difficulty selecting films, preparing material for use with overhead projector, etc.

DIRECTIONS FOR RETURN OF QUESTIONNAIRE

1. After you have completed the questionnaire, review all sections to be certain that you have responded to each item.
2. Fold the questionnaire in thirds and return it to the Center in the enclosed self-addressed envelope.

APPENDIX 2

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

SURVEY OF CURRICULUM PRACTICES

A Special Education Curriculum Development Center has been established at The University of Iowa. The objective of the Center will be to *assist special class teachers* of the mentally retarded through the preparation of materials and the conduction of a statewide in-service training program. To ensure the appropriateness of the materials so that they meet the needs of the teachers in the field, it is necessary to solicit suggestions from *you,* the teacher. This questionnaire has been designed so that you play a major role in determining the kinds of materials and programs to be developed at the Center. Every attempt has been made to identify areas of methodology, activities, and materials in which teachers might desire assistance. Although a major portion of the questionnaire is devoted to subject matter areas, this is not to suggest a rigid subject matter approach to the teaching of the mentally retarded. Rather, the format was selected as a logical means of organizing the questionnaire.

To facilitate the effectiveness of our service to you through this project, it is important that you complete and return this questionnaire. *Please read the instructions on the attached sheet before responding to the items.*

SECTION I—GENERAL INFORMATION

(Please Print)

Name .... Social Security No. ....
Last First Middle

Mailing Address .... Sex: M .... F ....

Name of School District .... (............)
leave blank

Name of County .... (............) Type of class: Educable .....
leave blank Trainable .....

Level of Preparation Check (√)
Less than BA .... BA .... BA+ .... MA .... MA+ .... Do you hold Endorsement 35?
Yes .... No ....

Teaching Experience
Regular class ...... years Years in current position ......
Special class ...... years Number of different special class teaching positions you have held ......

Number of special classes in the building in which your class is housed ( ) Educable ( ) Trainable

Total number of special classes in the school district ( ) Educable ( ) Trainable

Enrollment of students in your class Boys ...... Girls ......
Age of youngest child Years ...... Months ......
Age of oldest child Years ...... Months ......

Indicate the level which best approximates the level of your class Check (√)
Primary ...... Intermediate ...... Junior High ...... Senior High ......

Rank from 1 to 4 the four persons from whom you receive the most help. Rank the person giving you the most help as 1.

- ...... Building Principal
- ...... Special Education Director
- ...... Psychologist
- ...... Special Education Consultant
  - ...... State
  - ...... County
  - ...... Local
- ...... School Nurse
- ...... Superintendent
- ...... Curriculum Supervisor
- ...... Fellow Special Education Teachers
- ...... Regular Class Teacher
- ...... Others (list) ....
- ...... No Help

Indicate the general conditions of your teaching situation (see instructions) (Check one) (√)
1 ...... 2 ...... 3 ......

SECTION II—EXPERIENCE UNITS

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In selecting unit topics?	1__	2__	3__	4__	5__
2. In writing your own units?	1__	2__	3__	4__	5__
3. In the use of resource materials?	1__	2__	3__	4__	5__
4. In the development of seatwork for use with units?	1__	2__	3__	4__	5__
5. In organizing a number of units into sequence for a yearly plan of work?	1__	2__	3__	4__	5__
6. In handling individual differences while teaching units?	1__	2__	3__	4__	5__
7. In integrating the teaching of basic skills into units?	1__	2__	3__	4__	5__

8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom? __yes __no

SECTION III—SPECIAL SUBJECTS

Do you experience difficulty:	Not Appropriate	No Difficulty				Great Difficulty
1. In selecting appropriate art activities?	( )	1__	2__	3__	4__	5__
2. In selecting appropriate methods for teaching art?	( )	1__	2__	3__	4__	5__
3. In obtaining materials for teaching art?	( )	1__	2__	3__	4__	5__
4. In selecting appropriate music activities?	( )	1__	2__	3__	4__	5__
5. In selecting appropriate methods for teaching music?	( )	1__	2__	3__	4__	5__
6. In selecting physical education activities?	( )	1__	2__	3__	4__	5__

APPENDIX 3

Table 1

Summary Data From Within Comparison - Experience Unit Section

Primary Level

Section II EXPERIENCE UNITS			no diffi-culty				great diffi-culty
Do you have difficulty:	SD	$\overline{X}$	1	2	3	4	5
1. In selecting unit topics?	1.00465	1.78	89	48	24	6	5
2. In writing your own units?	1.09916	2.21	53	63	40	12	9
3. In the use of resource materials?	1.10967	2.22	53	61	35	18	7
4. In the development of seatwork for use with units?	1.03475	2.27	49	53	51	18	3
5. In organizing a number of units into sequence for a yearly plan of work?	1.16852	2.55	32	62	41	21	14
6. In handling individual differences while teaching units?	1.13779	2.58	33	55	50	26	11
7. In integrating the teaching of basic skills into units?	1.03220	2.24	43	67	37	16	5
8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom?		Yes - 175		No - 5			

Table 2

Summary Data From Within Comparison - Experience Unit Section

Intermediate Level

Section II EXPERIENCE UNITS			no difficulty				great difficulty
Do you have difficulty:	SD	$\bar{X}$	1	2	3	4	5
1. In selecting unit topics?	1.05522	1.84	82	49	22	8	6
2. In writing your own units?	1.01706	2.31	36	69	39	17	5
3. In the use of resource materials?	1.02919	2.19	47	63	38	13	5
4. In the development of seatwork for use with units?	1.02178	2.27	43	59	42	18	3
5. In organizing a number of units into sequence for a yearly plan of work?	1.21919	2.64	32	52	37	29	14
6. In handling individual differences while teaching units?	1.24750	2.59	39	48	42	24	16
7. In integrating the teaching of basic skills into units?	1.13529	2.33	45	55	38	19	8
8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom?	Yes - 164			No - 5			

Table 3

Summary Data From Within Comparison - Experience Unit Section

Junior High

Section II EXPERIENCE UNITS Do you have difficulty	SD	$\overline{X}$	no difficulty 1	2	3	4	great difficulty 5
1. In selecting unit topics?	0.80028	1.64	46	22	14	1	0
2. In writing your own units?	0.89449	2.08	23	27	16	7	0
3. In the use of resource materials?	0.94641	2.24	20	33	23	7	1
4. In the development of seatwork for use with units?	0.97938	2.43	17	27	27	13	0
5. In organizing a number of units into sequence for a yearly plan of work?	1.09165	2.40	20	25	24	10	3
6. In handling individual differences while teaching units?	0.99396	2.51	14	27	32	8	3
7. In integrating the teaching of basic skills into units?	0.88338	2.10	22	35	18	6	0
8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom?	Yes - 82		No - 3				

Table 4

Summary Data From Within Comparison - Experience Unit Section

Senior High

Section II EXPERIENCE UNITS Do you have difficulty:	SD	$\bar{X}$	no diffi-culty 1	2	3	4	great diffi-culty 5
1. In selecting unit topics?	0.75028	1.64	21	16	4	1	0
2. In writing your own units?	1.06371	2.12	14	13	11	1	2
3. In the use of resource materials?	0.85879	2.02	13	17	10	2	0
4. In the development of seatwork for use with units?	0.87999	2.03	11	20	7	1	1
5. In organizing a number of units into sequence for a yearly plan of work?	1.08719	2.36	11	12	14	3	2
6. In handling individual differences while teaching units?	1.09731	2.29	11	15	12	1	3
7. In integrating the teaching of basic skills into units?	0.85110	1.98	13	17	8	2	0
8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom?	Yes - 39		No - 3				

Table 5

Summary Data from Within Comparison - Special Subjects

Primary Level

Section III SPECIAL SUBJECTS Do you experience difficulty:	SD	$\bar{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5
1. In selecting appropriate art activities?	0.99808	1.85	16	69	53	24	10	3
2. In selecting appropriate methods for teaching art?	1.04600	2.01	18	58	50	32	11	4
3. In obtaining materials for teaching art?	1.13494	1.98	17	70	44	24	11	7
4. In selecting appropriate music activities?	1.17214	1.99	49	56	34	18	8	7
5. In selecting appropriate methods for teaching music?	1.17383	2.07	49	50	37	23	4	9
6. In selecting physical education activities?	1.11756	1.95	47	61	30	22	10	4

Table 6

Summary Data From Within Comparison - Special Subjects

Intermediate Level

Section III SPECIAL SUBJECTS Do you experience difficulty:	SD	$\bar{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5
1. In selecting appropriate art activities?	1.15865	1.99	22	68	34	26	12	6
2. In selecting appropriate methods for teaching art?	1.16272	2.21	23	51	37	35	16	6
3. In obtaining materials for teaching art?	1.19875	2.09	21	63	36	30	10	9
4. In selecting appropriate music activities?	1.22137	2.06	62	47	24	17	9	6
5. In selecting appropriate methods for teaching music?	1.25387	2.18	62	40	28	15	11	7
6. In selecting physical education activities?	1.22787	1.15	53	59	20	19	7	7

Table 7

Summary Data From Within Comparison - Special Subjects

Junior High Level

Section III SPECIAL SUBJECTS Do you experience difficulty:	SD	$\bar{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5
1. In selecting appropriate art activities?	1.41569	2.47	30	16	14	6	6	7
2. In selecting appropriate methods for teaching art?	1.35704	2.66	30	13	10	9	10	5
3. In obtaining materials for teaching art?	1.26656	2.56	28	18	13	7	7	3
4. In selecting appropriate music activities?	1.32288	2.88	44	11	9	6	7	3
5. In selecting appropriate methods for teaching music?	1.48294	2.65	43	11	7	5	7	5
6. In selecting physical education activities?	1.22942	2.03	44	15	7	8	0	3

Table 8

Summary Data From Within Comparison - Special Subjects

Senior High

Section III SPECIAL SUBJECTS Do you experience difficulty:	SD	$\overline{X}$	Not appro- priate	No diffi- culty 1	2	3	4	Great diff- culty 5
1. In selecting appropriate art activities?	1.17919	2.14	20	9	5	5	2	1
2. In selecting appropriate methods for teaching art?	1.15758	2.40	21	6	4	7	2	1
3. In obtaining materials for teaching art?	1.30000	2.10	21	10	3	3	3	1
4. In selecting appropriate music activities?	1.84560	2.33	29	6	1	2	1	2
5. In selecting appropriate methods for teaching music?	1.50000	2.50	27	5	1	3	1	2
6. In selecting physical education activities?	0.74536	1.43	22	14	3	0	1	0

Table 9

Summary Data from Within Comparison - Reading
Primary Level

Section IV - READING	Teaching Methods SD	Teaching Methods $\bar{X}$	Not appropriate	Teaching Methods 1 No difficulty	Teaching Methods 2	Teaching Methods 3	Teaching Methods 4	Teaching Methods 5 Great difficulty	Materials and Student Activities SD	Materials and Student Activities $\bar{X}$	Materials and Student Activities 1 No difficulty	Materials and Student Activities 2	Materials and Student Activities 3	Materials and Student Activities 4	Materials and Student Activities 5 Great difficulty
1. Use of basal reading series with mentally retarded children.	0.83523	1.86	13	63	63	32	3	1	0.95280	2.01	56	63	33	8	3
2. Readiness program	0.97492	1.84	10	76	52	25	8	1	1.05236	2.02	65	56	28	14	4
3. Sight vocabulary	0.91686	2.04	9	54	61	40	9	1	0.95373	1.99	64	51	39	12	0
Word attack skills															
4. Phonics	1.19982	2.39	14	47	47	38	21	10	1.14730	2.32	49	47	41	20	9
5. Structural analysis	1.11810	2.62	28	24	49	41	23	9	1.10506	2.59	24	51	42	21	9
6. Oral reading	0.89842	1.81	12	73	51	28	6	1	0.85759	1.81	71	52	32	3	1
7. Reading comprehension	1.06695	2.42	10	32	62	41	19	7	1.07916	2.51	33	51	50	24	6
8. Grouping for ability differences	1.12326	2.04	7	68	51	28	13	7	1.09518	2.07	64	46	28	21	2
9. Supplemental reading	1.16290	2.30	18	52	35	41	21	5	1.21893	2.37	49	37	41	18	10
10. Use of dictionary	1.24073	2.57	66	23	31	25	13	10	1.25042	2.58	26	27	27	17	9
11. Use of experience charts	1.14751	2.00	10	73	43	22	18	5	1.08053	2.07	67	47	29	14	4
12. Application of reading to everyday situations	1.02727	2.03	13	58	59	27	12	4	1.03699	2.17	47	61	37	10	6
13. Recreational reading	1.21473	2.46	25	38	43	35	18	11	1.24175	2.52	36	44	34	20	13

Table 10
Summary Data from Within Comparison - Reading
Intermediate Level

Section IV - READING				Teaching Methods							Materials and Student Activities				
	SD	$\bar{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. Use of basal reading series with mentally retarded children	1.08015	1.93	15	68	46	24	8	6	0.94972	1.89	65	50	28	7	2
2. Readiness program	1.00858	2.00	45	43	44	17	10	2	1.03864	2.09	41	38	26	8	3
3. Sight vocabulary	0.93959	2.03	11	50	64	29	10	2	0.95346	2.00	56	54	34	8	2
Word attack skills															
4. Phonics	1.20220	2.43	8	44	45	39	22	10	1.16741	2.29	50	46	39	15	9
5. Structural analysis	1.16001	2.88	8	33	42	48	23	10	1.10085	2.49	32	52	48	17	9
6. Oral reading	0.88469	1.80	4	78	47	33	6	0	0.94486	1.85	75	52	27	10	1
7. Reading comprehension	1.10195	2.60	4	25	59	42	27	9	1.02821	2.49	32	50	50	27	2
8. Grouping for ability differences	1.14814	2.05	4	68	42	28	15	6	1.15059	2.11	63	43	30	16	6
9. Supplemental reading	1.16466	2.14	3	58	51	28	13	9	1.21954	2.28	54	47	33	17	11
10. Use of dictionary	1.15053	2.07	5	60	45	34	15	7	1.19070	2.13	65	42	30	16	8
11. Use of experience charts	1.01365	2.05	12	54	51	25	12	5	1.09554	2.03	57	53	23	9	7
12. Application of reading to everyday situations	1.33973	2.05	2	58	58	32	13	3	1.05272	2.12	56	37	36	21	17
13. Recreational reading	1.33973	2.47	2	54	33	40	18	18	1.33068	2.47	52	37	36	21	17

Table 11
Summary Data from Within Comparison - Reading
Junior High Level

Section IV - READING			Not appropriate	No difficulty		Teaching Methods		Great difficulty			No difficulty		Materials and Student Activities		Great difficulty
	SD	$\overline{X}$		1	2	3	4	5	SD	$\overline{X}$	1	2	3	4	5
1. Use of basal reading series with mentally retarded children	0.99804	2.19	14	18	24	15	6	1	1.08880	2.50	13	18	21	7	3
2. Readiness program	0.91874	2.11	41	10	14	8	3	0	1.10833	2.22	11	12	9	2	2
3. Sight vocabulary	0.88592	2.12	10	17	27	18	2	1	1.06860	2.15	23	20	17	5	2
4. Phonics	1.01887	2.05	4	26	25	16	4	2	1.15395	2.21	24	23	15	6	4
5. Structural analysis	0.87645	2.34	5	13	26	25	6	0	1.03697	2.44	14	23	24	6	3
6. Oral reading	0.76312	1.77	3	29	35	9	0	1	1.05267	2.00	28	27	14	1	4
7. Reading comprehension	0.99737	2.41	4	14	23	24	6	2	1.03984	2.42	16	23	26	6	3
8. Grouping for ability differences	0.84574	1.92	4	28	23	20	1	0	1.03694	2.22	22	22	22	5	2
9. Supplemental reading	1.02071	2.26	4	17	31	17	5	3	1.22011	2.57	15	25	19	7	8
10. Use of dictionary	0.92158	2.00	3	25	28	16	3	1	1.06550	2.11	29	18	20	7	1
11. Use of experience charts	1.14781	2.31	17	18	16	14	8	2	1.18574	2.46	16	13	17	8	3
12. Application of reading to everyday situations	0.87607	2.16	3	17	32	20	3	1	1.04139	2.32	19	24	27	2	4
13. Recreational reading	1.17498	2.43	3	21	19	17	15	2	1.21449	2.64	16	19	21	12	6

Table 12

Summary Data from Within Comparison - Reading

Senior High Level

Section IV - READING			Not appropriate	No difficulty		Teaching Methods		Great difficulty			No difficulty		Materials and Student Activities		Great difficulty
	SD	$\bar{X}$		1	2	3	4	5	SD	$\bar{X}$	1	2	3	4	5
1. Use of basal reading series with mentally retarded children	0.88037	1.91	19	9	8	5	1	0	1.13545	2.27	6	9	3	3	1
2. Readiness program	0.87489	1.89	24	7	7	3	1	0	1.08465	2.07	7	6	1	3	0
3. Sight vocabulary	0.74444	2.04	13	7	12	8	0	0	0.98284	2.41	7	8	8	3	0
4. Phonics	1.14509	2.21	12	10	8	4	6	0	1.13312	2.47	6	10	5	5	1
5. Structural analysis	1.14781	2.31	11	10	6	7	6	0	1.08503	2.45	7	7	8	6	0
6. Oral Reading	0.73023	1.20	4	17	14	6	0	0	0.78454	1.65	17	13	4	1	0
7. Reading comprehension	1.00449	2.13	1	13	11	10	4	0	0.93229	2.45	7	19	9	3	1
8. Grouping for ability differences	1.02463	1.95	2	14	17	4	1	2	1.01342	2.30	15	11	7	4	0
9. Supplemental reading	1.06830	2.26	2	10	15	7	5	1	1.27537	2.64	10	10	8	8	3
10. Use of dictionary	0.77179	1.62	1	21	13	4	1	0	0.90795	1.68	19	14	4	3	0
11. Use of experience charts	1.16534	2.11	14	11	7	5	3	1	1.24273	2.47	8	7	6	3	2
12. Application of reading to everyday situations	0.63048	1.45	1	25	12	3	0	0	0.68611	2.00	12	20	7	0	0
13. Recreational reading	1.28000	2.05	2	18	10	6	1	4	1.32988	2.36	13	12	5	5	4

Table 13
Summary Data from Within Comparison - Arithmetic
Primary Level

Section V - ARITHMETIC				Teaching Methods							Materials and Student Activities				
	SD	$\overline{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5	SD	$\overline{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. Use of basic arithmetic series in special education classes	1.26531	2.36	30	51	24	38	18	9	1.21655	2.46	41	28	43	17	5
2. Readiness program	1.01060	1.94	13	69	45	31	11	2	1.00928	2.03	58	46	35	11	2
3. Addition	0.75788	1.73	0	74	56	30	0	0	0.89893	1.82	72	51	28	6	1
4. Subtraction	0.85244	1.94	13	56	60	34	6	0	0.93750	1.94	61	53	30	9	1
5. Multiplication	1.12109	2.34	96	18	17	22	3	4	1.11546	2.24	21	20	15	8	2
6. Division	1.19641	2.64	101	11	14	20	4	6	1.19736	2.40	15	19	12	7	4
7. Word problems	1.16472	2.98	39	15	28	42	27	14	1.18189	2.94	16	29	40	26	14
8. Fractions and decimals	1.36320	2.95	109	8	9	11	7	8	1.29927	2.91	8	10	13	8	7
9. Concept of place value	1.13539	2.97	56	12	20	37	21	10	1.17008	2.94	15	17	40	19	11
10. Grouping for ability differences	1.20273	2.04	18	64	40	21	11	9	1.15341	2.12	54	39	27	13	6
Application															
11. Use of money	1.06779	2.08	14	50	53	34	16	4	1.08395	2.16	48	59	27	14	6
12. Time	1.13729	2.26	11	47	55	32	16	8	1.08395	2.14	52	56	24	17	5
13. Measurement	1.16794	2.80	18	34	45	41	19	10	1.16642	2.43	39	42	37	22	7

Table 14
Summary Data from Within Comparison - Arithmetic
Intermediate Level

Section V - ARITHMETIC				Teaching Methods							Materials and Student Activities				
	SD	$\bar{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. Use of basic arithmetic series in special education classes	1.23643	2.29	13	49	51	29	11	14	1.27826	2.37	47	44	29	16	14
2. Readiness program	0.94137	2.10	39	38	48	30	9	1	1.27826	2.22	28	53	27	9	3
Fundamental number processes															
3. Addition	0.79235	1.61	5	86	55	13	4	1	0.76544	1.62	82	63	10	4	1
4. Subtraction	0.86960	1.81	5	70	60	21	9	0	0.79243	1.78	65	71	18	14	1
5. Multiplication	1.12082	2.24	17	49	40	36	18	4	1.02907	2.15	46	54	31	14	3
6. Division	1.21595	2.56	23	25	33	36	26	8	1.23372	2.43	38	46	25	22	10
7. Word problems	1.30749	3.21	6	14	43	34	30	37	1.30951	3.02	20	42	43	21	32
8. Fractions and decimals	1.31973	3.02	37	18	28	37	16	25	1.25351	2.90	18	32	36	20	18
9. Concept of place value	1.32730	2.89	20	23	36	35	19	24	1.31493	2.74	28	39	31	21	19
10. Grouping for ability differences	1.15630	2.08	8	60	50	23	13	8	1.07739	2.20	47	53	36	12	6
Application															
11. Use of money	1.12496	2.12	2	60	55	28	15	7	1.08222	2.14	54	56	33	13	6
12. Time	1.07250	2.14	2	57	53	33	19	3	1.05472	2.00	56	60	28	16	4
13. Measurement	1.19881	2.47	1	41	50	41	21	12	1.17279	2.38	43	56	37	18	11

Table 15
Summary Data from Within Comparison - Arithmetic
Junior High Level

Section V - ARITHMETIC			Not appropriate	No difficulty	Teaching Methods		Great difficulty				No difficulty	Materials and Student Activities		Great difficulty
	SD	$\bar{X}$		1	2	3	4	5	SD	$\bar{X}$	1	2	3	4	5
1. Use of basic arithmetic series in special education classes	1.07432	2.25	16	16	22	17	1	4	1.26590	2.45	16	20	16	2	8
2. Readiness program	1.15580	2.42	41	7	13	8	2	3	1.10065	2.40	9	10	10	5	1
Fundamental number processes															
3. Addition	0.62504	1.59	9	35	29	5	0	0	0.85642	1.70	38	15	15	1	0
4. Subtraction	0.69323	1.80	8	25	33	11	0	0	0.86593	1.78	34	17	17	1	0
5. Multiplication	0.91796	2.01	8	22	30	15	1	2	0.99959	1.97	30	17	19	3	1
6. Division	1.07292	2.40	10	17	18	25	5	3	1.12334	2.13	25	21	12	8	2
7. Word Problems	1.37826	3.12	9	10	15	18	9	17	1.21532	2.83	12	14	25	10	8
8. Fractions and decimals	1.21802	2.68	10	15	15	20	13	5	1.12268	2.57	14	17	24	8	4
9. Concept of place value	1.11415	2.65	8	12	18	26	8	5	1.12268	2.57	13	22	21	10	3
10. Grouping for ability differences	1.06519	1.80	9	31	23	9	3	3	1.11958	2.26	22	18	18	8	2
Application															
11. Use of money	1.00346	1.91	9	30	22	11	5	1	1.03397	1.94	30	20	14	3	2
12. Time	1.03500	2.01	8	29	18	17	5	1	1.01389	2.07	28	20	19	2	2
13. Measurement	1.16534	2.44	7	18	22	18	10	4	1.05409	2.33	18	23	23	5	3

Table 16
Summary Data from Within Comparison - Arithmetic
Senior High Level

Section V - ARITHMETIC	SD	$\overline{X}$	Not appro-priate	No diffi-culty 1	2	Teach-ing Methods 3	4	Great diffi-culty 5	SD	$\overline{X}$	No diffi-culty 1	2	Materials and Student Activities 3	4	Great diffi-culty 5
1. Use of basic arithmetic series in special education classes	0.83331	1.83	14	13	8	8	0	0	1.17921	2.38	8	6	7	4	1
2. Readiness program	0.87787	1.95	20	8	8	5	1	0	0.98746	2.16	4	9	2	3	0
Fundamental number processes															
3. Addition	0.62912	1.41	3	25	13	0	1	0	0.78982	1.57	22	10	4	1	0
4. Subtraction	0.63432	1.46	3	23	15	0	1	0	0.84522	1.65	20	12	3	2	0
5. Multiplication	0.99618	1.82	3	19	11	4	4	0	1.01774	1.86	17	12	5	2	1
6. Division	1.10432	2.79	4	14	11	8	4	1	1.11769	1.97	16	10	7	1	2
7. Word problems	1.20212	2.79	3	7	9	11	9	3	1.12594	2.69	7	8	11	9	1
8. Fractions and decimals	1.24383	2.49	5	10	11	6	8	2	1.12848	2.43	8	13	6	7	1
9. Concept of place value	1.15301	2.54	4	9	8	13	5	2	1.07438	2.40	9	10	9	7	0
10. Grouping for ability differences	1.04721	1.92	3	17	13	5	3	1	0.99373	1.97	15	10	10	2	0
Application															
11. Use of money	0.73414	1.56	1	23	14	3	1	0	0.99373	1.75	21	12	4	2	1
12. Time	0.83386	1.71	1	21	12	7	1	0	1.01211	1.98	16	13	8	2	1
13. Measurement	1.15847	2.22	1	15	10	9	6	1	1.23263	2.33	13	11	9	4	3

Table 17
Summary Data from Within Comparison - Language Arts
Primary Level

Section VI - LANGUAGE ARTS				No diffi-culty		Teaching Methods		Great diffi-culty			No diffi-culty		Materials and Student Activities		Great diffi-culty
	SD	$\bar{X}$	Not appro-priate	1	2	3	4	5	SD	$\bar{X}$	1	2	3	4	5
1. Listening skills	1.07034	2.31	2	44	60	44	18	6	1.08431	2.36	44	51	50	18	6
2. Oral vocabulary development	0.96857	2.21	3	42	70	45	9	5	1.02931	2.56	44	60	47	11	6
3. Improving oral self expression	0.98039	2.40	2	30	68	50	16	5	1.09005	2.55	29	59	48	23	9
4. Manuscript writing	0.88418	1.79	6	74	60	24	5	2	0.96599	1.86	74	56	26	8	3
5. Cursive writing	1.01391	2.03	62	37	39	19	6	3	1.11972	2.07	41	35	21	5	6
6. Spelling	1.01700	2.19	28	42	49	39	9	4	1.01772	2.20	39	53	37	8	5
7. Use of telephone	1.08661	1.95	21	64	47	23	6	7	1.16817	2.07	63	39	29	10	8
8. Following directions	1.15090	2.46	3	36	63	42	17	13	1.17199	2.47	38	56	46	15	14
9. Letter writing	1.10881	2.45	44	29	35	40	13	6	1.20137	2.48	34	30	32	22	6
10. Written self-expression	1.17803	3.23	56	8	21	39	20	21	1.23462	3.15	13	18	39	20	20
11. Business forms (checks, application blanks, etc.)	1.46960	3.42	133	3	5	4	3	9	1.51691	3.36	5	3	8	1	11

Table 18
Summary Data from Within Comparison - Language Arts
Intermediate Level

Section VI - LANGUAGE ARTS			Not appro-priate	No diffi-culty	Teach-ing Methods			Great diffi-culty			No diffi-culty	Materials and Student Activities			Great diffi-culty
	SD	$\bar{X}$		1	2	3	4	5	SD	$\bar{X}$	1	2	3	4	5
1. Listening skills	1.11803	2.39	3	36	62	40	13	11	1.05282	2.40	31	62	46	11	9
2. Oral vocabulary development	1.02468	2.31	3	39	58	41	19	3	1.02291	2.31	38	55	44	15	4
3. Improving oral self-expression	1.09816	2.50	4	35	47	44	29	4	1.08907	2.47	33	51	47	20	7
4. Manuscript writing	1.04610	1.96	26	57	44	20	11	3	0.96707	1.89	57	47	20	8	2
5. Cursive writing	1.13330	2.13	5	68	54	24	18	6	1.07309	2.07	59	54	29	8	2
6. Spelling	1.09787	2.15	2	56	53	34	14	6	1.09097	2.23	50	52	43	12	7
7. Use of telephone	0.89829	1.82	8	68	54	24	7	1	0.99042	1.92	66	47	31	7	3
8. Following directions	1.15762	2.64	2	30	49	46	28	11	1.12698	2.57	32	46	55	18	11
9. Letter writing	1.10050	2.46	5	36	48	49	20	7	1.04515	2.42	37	43	56	18	4
10. Written self-expression	1.26256	3.19	7	18	30	42	38	29	1.24367	3.10	18	34	47	32	27
11. Business forms (checks, application blanks, etc.)	1.30140	2.80	74	17	18	21	16	10	1.25661	2.72	20	15	30	13	9

Table 19
Summary Data from Within Comparison - Language Arts
Junior High Level

Section VI - LANGUAGE ARTS			Not appro-priate	No diffi-culty	Teach-ing Methods			Great diffi-culty			No diffi-culty	Materials and Student Activities			Great diffi-culty
	SD	X		1	2	3	4	5	SD	X	1	2	3	4	5
1. Listening skills	0.95443	2.32	2	17	26	23	9	0	1.08240	2.31	21	17	26	4	3
2. Oral vocabulary development	0.89322	2.28	2	13	35	19	6	1	0.97740	2.24	18	24	23	3	2
3. Improving oral self-expression	0.97457	2.45	2	13	26	26	7	2	0.99550	2.54	12	20	28	8	2
4. Manuscript writing	0.96662	2.04	29	17	14	14	1	1	1.15381	2.20	16	14	9	5	2
5. Cursive writing	0.94614	2.06	7	24	22	18	5	0	1.07956	2.14	23	20	13	8	1
6. Spelling	1.03785	2.14	4	24	23	21	2	3	1.10370	2.16	25	20	16	7	2
7. Use of telephone	0.87444	1.78	11	31	18	13	2	0	0.99182	1.97	24	23	12	2	2
8. Following directions	1.06533	2.28	2	23	19	23	9	1	1.23783	2.35	25	14	21	7	5
9. Letter writing	1.07497	2.27	2	24	17	26	6	2	1.01379	2.17	22	25	17	7	1
10. Written self-expression	1.25676	2.96	3	12	14	23	15	10	1.23230	2.90	11	16	20	15	8
11. Business forms (checks, application blanks, etc.)	1.06905	2.33	13	19	13	23	7	1	1.22421	2.40	19	15	16	8	4

Table 20

Summary Data from Within Comparison - Language Arts
Senior High Level

Section VI - LANGUAGE ARTS			Not appro-priate	No diffi-culty		Teach-ing Methods		Great diffi-culty			No diffi-culty		Materials and Student Activities		Great diffi-culty
	SD	$\overline{X}$		1	2	3	4	5	SD	$\overline{X}$	1	2	3	4	5
1. Listening skills	8.0023	2.03	2	11	17	10	1	0	0.93229	2.28	8	16	12	2	1
2. Oral vocabulary development	0.84343	2.18	2	10	13	15	1	0	0.94281	2.33	7	14	12	2	1
3. Improving oral self-expression	1.50682	2.24	1	11	14	12	3	1	1.17390	2.49	9	12	11	4	3
4. Manuscript writing	0.96830	2.32	16	5	10	8	1	1	1.13420	2.44	7	5	9	3	1
5. Cursive writing	0.97946	2.26	6	8	13	10	2	1	1.16465	2.24	12	8	10	2	2
6. Spelling	0.91064	2.00	1	13	19	5	4	0	1.05801	2.08	15	13	6	6	0
7. Use of telephone	0.70157	1.52	8	20	9	4	0	0	0.70711	1.50	19	11	1	1	0
8. Following directions	0.82639	2.00	0	13	16	11	1	0	0.96272	2.00	14	17	7	2	1
9. Letter writing	0.93195	1.90	1	16	16	7	1	1	0.83666	2.00	11	20	8	0	1
10. Written self-expression	1.21835	2.63	1	8	12	11	5	4	0.77531	1.63	19	16	1	2	0
11. Business forms (checks, application blanks, etc.)	0.71199	1.59	2	21	12	5	0	0	0.77531	1.63	19	16	1	2	0

Table 21
Summary Data from Within Comparison - Science
Primary Level

Section VII - SCIENCE			Determining Content to be Included							Materials and Student Activities					
	SD	$\bar{X}$	Not Appropriate	No difficulty 1	2	3	4	Great difficulty 5	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. Weather	0.87916	1.72	6	88	45	30	4	1	1.06024	2.03	71	40	40	15	2
2. Seasons of the year	0.89682	1.70	5	91	44	26	6	1	1.09083	2.02	71	45	33	15	4
3. Plants	0.87837	1.88	5	69	56	38	4	1	1.05149	2.03	71	41	39	17	1
4. Animals	0.85154	1.74	5	82	55	27	4	1	1.00340	1.93	74	47	34	11	2
5. Sun, earth, moon	1.12045	2.46	23	35	41	46	18	7	1.18730	2.57	35	33	48	20	10
6. Air	1.5077	2.38	24	43	35	46	16	7	1.18645	2.47	39	36	41	21	8
7. Water	1.14375	2.18	19	56	38	38	14	6	1.12396	2.28	47	42	39	18	5
8. Conservation of natural resources	1.23039	2.51	40	32	33	35	14	11	1.21721	2.68	28	24	44	18	11

Table 22
Summary Data from Within Comparison - Science
Intermediate Level

Section VII - SCIENCE			Not appropriate	No difficulty	Determining Content to be Included			Great diffi-culty			No diffi-culty	Materials and Student Activities			Great diffi-culty
	SD	$\bar{X}$		1	2	3	4	5	SD	$\bar{X}$	1	2	3	4	5
1. Weather	0.93053	1.92	8	61	57	29	7	2	1.08314	2.13	56	47	35	15	4
2. Seasons of the year	0.85141	1.75	7	74	56	21	5	1	0.98523	1.94	68	45	33	11	1
3. Plants	1.03201	2.09	10	52	55	28	14	3	1.03957	2.07	59	42	37	13	2
4. Animals	0.97085	1.93	9	62	53	28	7	3	1.04036	2.05	57	52	30	11	4
5. Sun, earth, moon	1.16636	2.63	12	26	50	37	25	11	1.21283	2.69	26	47	36	25	14
6. Air	1.15808	2.55	11	28	53	41	15	13	1.14011	2.55	30	48	44	20	10
7. Water	1.12205	2.37	9	38	53	35	19	7	1.11694	2.41	37	50	40	19	7
8. Conservation of natural resources	1.14193	2.51	14	32	47	39	22	8	1.14195	2.50	35	40	44	22	7

Table 23
Summary Data from Within Comparison - Science
Junior High Level

Section VII - SCIENCE				Determining Content to be Included							Materials and Student Activities				
	SD	$\bar{X}$	Not appro-priate	No diffi-culty 1	2	3	4	Great diffi-culty 5	SD	$\bar{X}$	No diffi-culty 1	2	3	4	Great diffi-culty 5
1. Weather	0.92373	1.92	11	26	20	16	1	1	1.03661	2.31	20	13	24	8	0
2. Seasons of the year	0.88092	1.78	12	31	17	13	2	0	0.96774	2.03	25	16	19	4	0
3. Plants	0.92337	2.19	11	19	20	20	4	0	0.98753	2.45	14	18	24	10	0
4. Animals	0.94787	1.92	11	26	20	14	2	1	0.97179	2.38	15	18	24	8	0
5. Sun, earth, moon	1.02400	2.17	11	20	20	19	3	2	1.06654	2.57	14	14	24	12	1
6. Air	1.03444	2.27	10	19	17	21	6	1	1.09155	2.71	12	13	24	14	2
7. Water	1.04714	2.17	11	20	20	17	4	2	1.12487	2.51	16	15	21	11	2
8. Conservation of natural resources	1.50813	2.25	9	19	18	22	5	1	1.15515	2.64	16	11	23	15	2

Table 24
Summary Data from Within Comparison - Science
Senior High Level

Section VII - SCIENCE	SD	$\bar{X}$	Not appro-priate	No diffi-culty 1	Determining Content to be Included 2	3	4	Great diffi-culty 5	SD	$\bar{X}$	No diffi-culty 1	Materials and Student Activities 2	3	4	Great diffi-culty 5
1. Weather	0.78863	1.90	10	10	12	7	0	0	1.10129	2.45	7	8	9	4	1
2. Seasons of the year	0.79780	1.74	12	13	8	6	0	0	1.05149	2.07	10	8	7	1	1
3. Plants	1.01565	2.07	12	10	8	6	3	0	0.99381	2.44	5	9	10	2	1
4. Animals	0.93989	1.93	12	11	9	5	2	0	0.99519	2.48	6	5	14	1	1
5. Sun, earth moon	0.95934	2.10	10	9	11	6	3	0	1.09913	2.89	6	6	13	2	2
6. Air	0.89963	1.92	12	10	11	4	2	0	1.06703	2.82	5	8	11	1	2
7. Water	0.93882	1.89	11	12	9	5	2	0	1.00762	2.36	7	7	12	1	1
8. Conservation of water resources	0.80192	1.74	8	14	12	4	1	0	1.12765	2.23	12	4	12	2	1

Table 25
Summary Data from Within Comparison - Social Studies
Primary Level

Section VIII - SOCIAL STUDIES	SD	$\overline{X}$	Not appropriate	No difficulty 1	Determining Content to be Included 2	3	4	Great difficulty 5
Basic Areas								
1. Understanding of home and family	0.83241	1.68	5	90	54	26	1	2
2. Understanding of community	0.95342	1.95	7	68	53	37	10	1
3. Safety	0.81767	1.66	5	91	52	23	5	0
4. Health	0.91647	1.73	4	90	46	28	5	2
5. Basic understanding of federal, state and local government	1.23830	3.37	105	5	10	21	11	16
6. Local current events	1.12033	2.31	44	37	37	34	14	5
7. State current events	1.24427	2.87	75	16	19	29	17	11
8. National current events	1.29345	2.97	76	16	15	27	18	13
9. Use of news media	1.24688	2.56	59	28	24	31	15	9
10. Historical events	1.18386	2.70	60	17	31	33	12	11
11. Sex education	1.38269	3.31	91	11	9	17	16	19
Skills, Habits, and Attitudes								
12. Respect for law and authority	1.11975	2.09	5	62	53	27	16	6
13. Wise use of leisure time	1.13125	2.40	15	38	49	38	20	7
14. Getting from one place to another	1.99175	2.05	19	54	44	41	6	3
15. Grooming	1.04971	1.87	4	81	49	20	15	3
Occupational Information								
16. Development of good work habits and attitudes	0.99216	2.21	23	40	50	41	10	3
17. Developing realistic job aspirations	1.07825	2.88	111	6	11	21	9	4
18. Process of applying for a job	1.21835	3.38	147	1	3	5	3	4
19. Understanding fringe benefits (Social Security, etc.)	1.31111	4.09	150	0	3	0	1	7
20. Understanding union membership	1.22066	3.90	151	0	2	2	1	5

Table 26
Summary Data from Within Comparison - Social Studies
Primary Level

Section VIII - SOCIAL STUDIES	SD	$\bar{X}$	No Difficulty 1	2	Materials and Student Activities 3	4	Great Difficulty 5
Basic Areas							
1. Understanding of home and family	1.07588	1.95	78	39	40	6	6
2. Understanding of community	1.07463	2.18	56	45	47	12	5
3. Safety	1.01852	1.93	73	49	34	8	4
4. Health	1.02281	1.96	70	50	36	6	5
5. Basic understanding of federal, state, and local government	1.27236	3.42	6	8	21	11	18
6. Local current events	1.11847	2.30	37	34	35	12	5
7. State current events	1.37226	2.93	18	18	20	18	15
8. National current events	1.38621	2.91	19	15	22	15	15
9. Use of news media	1.20144	2.58	23	30	28	16	8
10. Historical events	1.18885	2.76	16	30	32	15	11
11. Sex education	1.39659	3.42	9	9	16	12	22
Skills, Habits, and Attitudes							
12. Respect for law and authority	1.19632	2.43	45	49	38	23	10
13. Wise use of leisure time	1.16596	2.58	34	42	45	26	9
14. Getting from one place to another	1.10264	2.25	47	41	46	9	7
15. Grooming	1.17009	2.16	62	47	32	16	8
Occupational Information							
16. Development of good work habits and attitudes	1.14815	2.53	31	42	43	19	9
17. Developing realistic job aspirations	1.09125	3.04	4	11	23	7	7
18. Process of applying for a job	1.23949	3.59	1	3	3	5	5
19. Understanding fringe benefits (Social Security, etc.)	1.21335	4.17	0	2	2	0	8
20. Understanding union membership	1.24900	3.80	0	2	3	0	5

Table 27
Summary Data from Within Comparison - Social Studies
Intermediate Level

Section VIII - SOCIAL STUDIES	SD	$\bar{X}$	Not appro-priate	No Diffi-culty	Determining Content to be Included			Great Diffi-culty
				1	2	3	4	5
Basic Areas								
1. Understanding of home and family	0.88658	1.73	3	84	47	24	8	0
2. Understanding of community	0.89713	1.91	7	63	57	31	9	0
3. Safety	0.75622	1.65	3	81	59	19	3	0
4. Health	0.86618	1.87	3	66	59	31	7	0
5. Basic understanding of federal, state, and local government	1.22412	3.20	30	12	28	35	32	23
6. Local current events	1.08426	2.23	10	48	48	37	17	4
7. State current events	1.20452	2.87	24	21	34	40	30	14
8. National current events	1.26643	2.98	24	19	36	33	31	20
9. Use of news media	1.12708	2.51	16	32	44	42	22	7
10. Historical events	1.21372	2.81	20	19	41	41	23	18
11. Sex education	1.18006	3.27	47	6	24	41	16	25
Skills, Habits, and Attitudes								
12. Respect for law and authority	1.08178	2.10	2	58	52	34	11	6
13. Wise use of leisure time	1.18956	2.55	1	35	49	42	23	12
14. Getting from one place to another	0.93178	1.97	8	57	55	31	9	1
15. Grooming	1.00341	2.07	1	55	60	35	10	4
Occupational Information								
16. Development of good work habits and attitudes	1.01448	2.26	13	37	58	40	11	5
17. Developing realistic job aspirations	1.18253	2.82	55	14	33	29	20	11
18. Process of applying for a job	1.31391	2.70	95	15	17	15	11	8
19. Understanding fringe benefits (Social Security, etc.)	1.42634	3.04	104	10	13	11	9	13
20. Understanding union membership	1.40627	3.32	110	6	11	9	9	15

Table 28
Summary Data from Within Comparison - Social Studies
Intermediate Level

Section VIII - SOCIAL STUDIES	SD	$\bar{X}$	No difficulty	Materials and Student Activities			Great difficulty
			1	2	3	4	5
Basic Areas							
1. Understanding of home and family	1.01039	1.94	72	42	36	10	2
2. Understanding of community	0.98724	2.08	53	58	34	13	2
3. Safety	0.86935	1.83	70	58	29	5	1
4. Health	0.92547	1.95	62	57	36	6	
5. Basic understanding of federal, state, and local government	1.25943	3.31	13	22	37	30	2
6. Local current events	1.06520	2.31	37	57	39	12	7
7. State current events	1.18059	2.91	16	38	41	26	16
8. National current events	1.122770	3.01	14	37	37	25	21
9. Use of news media	1.13907	2.54	29	45	41	19	9
10. Historical events	1.22069	2.86	18	42	40	20	19
11. Sex education	1.18810	3.55	6	15	33	25	31
Skills, Habits, and Attitudes							
12. Respect for law and authority	1.20887	2.42	45	44	43	17	12
13. Wise use of leisure time	1.10746	2.63	26	50	58	16	13
14. Getting from one place to another	1.05680	2.18	49	47	42	10	5
15. Grooming	1.18908	2.34	38	59	44	9	10
Occupational Information							
16. Development of good work habits and attitudes	1.09045	2.46	31	51	45	16	8
17. Developing realistic job aspirations	1.73211	2.90	13	26	35	23	9
18. Process of applying for a job	1.37245	2.68	16	19	10	12	9
19. Understanding fringe benefits (Social Security, etc.)	1.46308	3.12	11	10	14	7	16
20. Understanding union memberships	1.40538	3.40	7	8	12	9	17

Table 29
Summary Data from Within Comparison - Social Studies
Junior High Level

Section VIII - SOCIAL STUDIES	SD	$\bar{X}$	Not appropriate	No difficulty 1	Materials and Student Activities 2	3	4	Great difficulty 5
Basic Areas								
1. Understanding of home and family	1.01504	2.00	8	26	22	10	8	0
2. Understanding of community	0.97758	1.99	7	25	26	11	5	1
3. Safety	1.00555	1.94	6	30	19	15	4	1
4. Health	0.98394	1.96	6	28	20	13	6	0
5. Basic understanding of federal, state, and local government	1.21254	2.85	8	13	12	18	20	4
6. Local current events	1.03308	1.94	5	30	23	12	4	2
7. State current events	1.09442	2.27	5	22	18	21	7	2
8. National current events	1.16024	2.45	5	20	15	23	10	3
9. Use of news media	1.02251	2.19	4	24	19	25	3	2
10. Historical events	1.13326	2.69	5	11	22	21	12	5
11. Sex education	1.40796	3.22	13	11	7	19	9	17
Skills, Habits, and Attitudes								
12. Respect for law and authority	1.14531	2.28	4	20	27	15	5	5
13. Wise use of leisure time	1.13168	1.99	4	22	24	14	8	2
14. Getting from one place to another	0.89269	1.99	7	24	26	15	4	0
15. Grooming	1.03116	1.92	6	32	21	11	6	1
Occupational Information								
16. Development of good work habits and attitudes	1.16789	2.25	6	21	25	9	10	3
17. Developing realistic job aspirations	1.13668	2.55	8	13	21	21	7	5
18. Process of applying for a job	1.18040	2.20	14	20	21	10	5	4
19. Understanding fringe benefits (Social Security, etc.)	1.38580	2.93	21	12	9	13	11	9
20. Understanding union membership	1.45686	3.14	26	9	10	7	11	12

Table 30
Summary Data from Within Comparison - Social Studies
Junior High Level

Section VIII - SOCIAL STUDIES	SD	$\overline{X}$	No difficulty 1	Materials and Student Activities 2	3	4	Great difficulty 5
Basic Areas							
1. Understanding of home and family	1.16114	2.35	20	17	18	8	3
2. Understanding of community	1.15033	2.26	24	16	18	9	2
3. Safety	1.19281	2.25	25	15	17	8	3
4. Health	1.07020	2.18	23	19	19	5	2
5. Basic understanding of federal, state, and local government	1.15554	2.91	7	19	22	11	8
6. Local current events	1.18947	2.11	25	23	13	7	2
7. State current events	1.18451	2.42	18	21	18	7	5
8. National current events	1.22691	2.54	15	24	16	8	7
9. Use of news media	1.21487	2.30	23	21	15	7	5
10. Historical events	1.08512	2.84	9	14	31	9	6
11. Sex education	1.23258	3.65	2	12	14	12	22
Skills, Habits, and Attitudes							
12. Respect for law and authority	1.13560	2.72	11	18	23	11	5
13. Wise use of leisure time	1.20560	2.77	12	18	19	14	6
14. Getting from one place to another	1.03364	2.29	16	23	20	3	3
15. Grooming	1.14243	2.25	21	22	16	5	4
Occupational Information							
16. Development of good work habits and attitudes	1.21837	2.53	13	28	12	8	7
17. Developing realistic job aspirations	1.17504	2.85	10	15	24	11	7
18. Process of applying for a job	1.22238	2.46	17	16	15	9	4
19. Understanding fringe benefits (Social Security, etc.)	1.30906	3.09	7	12	15	9	11
20. Understanding union membership	1.26794	3.33	3	12	13	8	13

Table 31
Summary Data from Within Comparison - Social Studies
Senior High Level

Section VIII - SOCIAL STUDIES			Not appropriate	No difficulty	Determining Content to be Included			Great difficulty
	SD	$\bar{X}$		1	2	3	4	5
Basic Areas								
1. Understanding of home and family	0.59108	1.53	2	21	17	2	0	0
2. Understanding of community	0.67353	1.54	2	22	13	4	0	0
3. Safety	0.69416	1.61	1	21	15	5	0	0
4. Health	0.66661	1.58	2	21	15	4	0	0
5. Basic understanding of federal, state, and local government	1.04851	2.28	2	11	13	11	4	1
6. Local current events	0.66332	1.60	2	20	16	4	0	0
7. State current events	0.91890	1.83	2	18	14	5	3	0
8. National current events	0.90967	1.85	2	18	12	8	2	0
9. Use of news media	0.66661	1.88	2	21	15	4	0	0
10. Historical events	1.16490	2.23	3	13	12	8	4	2
11. Sex education	1.41421	3.00	5	7	6	10	4	8
Skills, Habits, and Attitudes								
12. Respect for law and authority	0.79844	1.75	1	18	15	6	1	0
13. Wise use of leisure time	1.03411	2.08	1	13	17	5	4	1
14. Getting from one place to another	0.91890	1.83	1	18	14	5	3	0
15. Grooming	0.63246	1.80	1	23	14	3	0	0
Occupational Information								
16. Development of good work habits and attitudes	0.73101	1.63	1	21	13	6	0	0
17. Developing realistic job aspirations	0.93675	1.85	1	17	15	6	1	1
18. Process of applying for a job	0.81003	1.56	2	22	14	2	0	1
19. Understanding fringe benefits (Social Security, etc.)	0.87494	1.86	4	15	14	6	2	0
20. Understanding union membership	1.19959	2.49	4	10	9	10	6	2

Table 32
Summary Data from Within Comparison - Social Studies
Senior High Level

Section VIII - SOCIAL STUDIES	SD	$\bar{X}$	No difficulty 1	Materials and Student Activities 2	3	4	Great difficulty 5
Basic Areas							
1. Understanding of home and family	1.02500	2.03	14	14	9	4	2
2. Understanding of community	1.01144	1.98	14	18	4	1	2
3. Safety	0.92094	1.85	16	16	5	1	1
4. Health	0.96044	1.84	17	13	6	1	1
5. Basic understanding of federal, state, and local government	1.20738	2.85	9	9	14	2	4
6. Local current events	0.80584	1.73	20	11	9	0	0
7. State current events	0.93240	1.93	16	14	7	3	0
8. National current events	0.98457	1.93	17	12	9	1	1
9. Use of news media	0.85878	1.75	20	11	8	1	0
10. Historical events	1.18538	2.55	8	11	13	2	4
11. Sex education	1.36186	3.29	6	2	10	8	8
Skills, Habits, and Attitudes							
12. Respect for law and authority	0.99108	2.31	8	17	9	4	1
13. Wise use of leisure time	1.11775	2.48	7	17	9	4	3
14. Getting from one place to another	0.98700	1.98	15	15	7	2	1
15. Grooming	1.05801	2.08	13	18	3	5	1
Occupational Information							
16. Development of good work habits and attitudes	0.96144	1.98	14	17	6	2	1
17. Developing realistic job aspirations	1.07121	2.45	7	17	9	5	2
18. Process of applying for a job	0.85294	1.65	21	14	4	0	1
19. Understanding fringe benefits (Social Security, etc.)	0.96762	2.11	11	17	5	5	0
20. Understanding union membership	1.21993	2.66	7	13	7	8	3

Table 33
Summary Data from Within Comparison - Seatwork
Primary Level

Section IX - SEATWORK		SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
Do you have difficulty in developing meaningful seatwork in the areas indicated?	Arithmetic	1.02968	1.94	75	51	33	10	4
	Language Arts	1.15763	2.26	55	50	41	16	9
	Reading	0.93581	1.89	69	65	24	10	2
	Social Studies	1.23606	2.53	45	44	40	32	11
	Science	1.25583	2.76	32	44	43	32	18
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	1.04471	1.98	76	45	36	15	2
	Language Arts	1.11230	2.28	52	46	47	17	6
	Reading	0.93281	1.95	68	57	38	9	1
	Social Studies	1.21228	2.60	39	42	42	33	10
	Science	1.18708	2.72	30	44	48	32	13
Do you experience difficulty in designing seatwork which is varied?	Arithmetic	1.14218	2.34	51	50	42	25	6
	Language Arts	1.16714	2.36	49	46	45	19	9
	Reading	1.08624	2.10	65	49	40	14	5
	Social Studies	1.21053	2.63	34	50	38	33	12
	Science	1.20391	2.75	29	44	52	26	17

Table 34
Summary Data from Within Comparison - Seatwork
Intermediate Level

Section IX - SEATWORK		SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
Do you have difficulty in developing meaningful seatwork in the areas indicated?	Arithmetic	0.76658	1.61	89	57	17	2	1
	Language Arts	0.91445	1.99	59	59	38	8	1
	Reading	0.87756	1.77	79	54	28	3	2
	Social Studies	1.11419	2.45	36	58	44	20	9
	Science	1.26864	2.71	34	42	45	24	19
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	1.01575	1.85	78	47	25	8	4
	Language Arts	1.05630	2.20	49	53	43	10	6
	Reading	0.98611	1.94	67	52	33	8	3
	Social Studies	1.19118	2.54	38	46	44	25	11
	Science	1.27894	2.76	30	42	41	24	20
Do you experience difficulty in designing seatwork which is varied?	Arithmetic	1.09546	2.09	63	48	34	14	5
	Language Arts	1.03842	2.33	38	61	42	17	5
	Reading	0.99381	2.11	54	53	39	15	1
	Social Studies	1.11749	2.62	31	45	52	28	8
	Science	1.16777	2.76	24	46	52	23	16

Table 35
Summary Data from Within Comparison - Seatwork
Junior High Level

Section IX - SEATWORK		SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
Do you have difficulty in developing meaningful seatwork in the areas indicated?	Arithmetic	0.92786	1.74	37	22	9	3	1
	Language Arts	1.09992	2.03	33	19	14	9	1
	Reading	1.08535	1.92	36	20	12	6	2
	Social Studies	1.14531	2.22	25	19	18	7	3
	Science	1.14813	2.47	15	18	22	10	4
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	0.97353	1.77	37	17	12	3	1
	Language Arts	1.04684	2.23	24	18	24	7	1
	Reading	1.08218	2.07	29	21	16	6	2
	Social Studies	1.16369	2.42	21	16	22	10	3
	Science	1.16195	2.80	11	16	24	12	6
Do you experience difficulty in designing seatwork which is varied?	Arithmetic	1.08770	2.00	31	18	15	5	2
	Language Arts	1.17186	2.24	25	21	17	7	4
	Reading	1.28927	2.33	25	22	13	8	7
	Social Studies	1.12535	2.27	23	18	21	6	3
	Science	1.19435	2.50	18	15	23	7	5

Table 36
Summary Data from Within Comparison - Seatwork
Senior High Level

Section IX - SEATWORK		SD	$\bar{X}$	No Difficulty 1	2	3	4	Great Diffi-culty 5
Do you have difficulty in developing meaningful seatwork in the areas indicated?	Arithmetic	0.97661	1.65	21	10	4	2	0
	Language Arts	0.94444	1.95	15	13	7	3	0
	Reading	0.88017	1.94	13	14	7	2	0
	Social Studies	1.04954	2.08	13	13	7	3	1
	Science	1.24922	2.71	8	6	11	6	3
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	0.87494	1.86	15	14	6	2	0
	Language Arts	1.17311	2.41	10	11	9	5	2
	Reading	1.10554	2.33	10	11	9	5	1
	Social Studies	1.20825	2.51	7	12	8	6	3
	Science	1.27920	3.00	5	7	9	7	5
Do you experience difficulty in designing seatwork which is varied?	Arithmetic	0.82244	1.84	15	14	7	1	0
	Language Arts	0.87001	2.08	11	15	10	2	0
	Reading	1.01198	2.05	13	13	8	2	1
	Social Studies	1.03040	2.22	8	18	6	2	2
	Science	1.17942	2.46	8	12	9	3	3

Table 37
Summary Data from Within Comparison - Pupil Evaluation
Primary Level

Section X - PUPIL EVALUATION Do you experience difficulty:	SD	$\overline{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5
1. In reporting pupil progress to parents?								
a) Report cards	1.20596	2.04	16	71	43	24	12	10
b) Parent conferences	0.84298	1.66	7	94	44	26	5	0
c) Written narrative reports of pupil progress	1.03205	1.97	21	63	48	24	14	2
d) Anecdotal records	1.12794	2.08	21	59	41	28	14	5
2. In developing adequate teacher-made tests for classroom use?	1.11502	2.42	40	34	38	39	18	5
3. In grading daily assignments?	1.06498	1.45	29	77	42	19	8	1
4. In determining promotion policies?	1.40104	1.46	54	49	35	18	12	7

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Table 38

Summary Data from Within Comparison - Pupil Evaluation

Intermediate Level

Section X - PUPIL EVALUATION Do you experience difficulty:	SD	$\bar{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5
1. In reporting pupil progress to parents?								
a) Report cards	1.13244	1.93	18	72	45	18	11	7
b) Parent conferences	0.88493	1.64	6	91	50	15	4	3
c) Written narrative reports of pupil progress	1.03077	2.05	13	55	58	26	12	4
d) Anecdotal records	1.09794	2.00	15	60	48	22	10	6
2. In developing adequate teacher-made tests for classroom use?	1.15338	2.28	9	51	42	41	17	7
3. In grading daily assignments?	1.15868	1.71	12	81	39	17	14	4
4. In determining promotion policies?	1.38687	1.60	44	43	35	25	11	6

Table 39
Summary Data from Within Comparison - Pupil Evaluation
Junior High Level

Section X - PUPIL EVALUATION Do you experience difficulty:	SD	$\bar{X}$	Not appropriate	No difficulty 1	2	3	4	Great difficulty 5
1. In reporting pupil progress to parents?								
a) Report cards	1.08311	1.89	7	35	24	11	2	4
b) Parent conferences	1.12535	1.73	13	43	15	5	5	3
c) Written narrative reports of pupil progress	0.95366	1.84	20	28	20	12	0	2
c) Anecdotal records	0.88918	1.79	16	29	19	10	3	0
2. In developing adequate teacher-made tests for classroom use?	1.12279	2.16	3	29	14	20	9	1
3. In grading daily assignments?	1.121283	1.80	6	37	21	13	2	5
4. In determining promotion policies?	1.36236	1.56	23	21	17	13	6	2

Table 40
Summary Data from Within Comparison - Pupil Evaluation
Senior High Level

Section X - PUPIL EVALUATION Do you experience difficulty:	SD	$\overline{X}$	Not appro-priate	No diffi-culty 1	2	3	4	Great diffi-culty 5
1. In reporting pupil progress to parents?								
a) Report cards	1.11504	1.98	2	18	12	7	2	2
b) Parent conferences	1.07317	1.66	2	26	8	4	1	2
c) Written narrative reports of pupil progress	0.99444	1.89	4	15	17	2	3	1
c) Anecdotal records	0.93624	1.89	5	14	15	5	1	1
2. In developing adequate teacher-made tests for classroom use?	0.81202	1.88	2	15	16	8	1	0
3. In grading daily assignments?	1.13977	1.34	2	18	14	5	2	2
4. In determining promotion policies?	1.15593	1.74	5	14	14	7	0	2

Table 41
Summary Data from Within Comparison - Pupil Characteristics
Primary Level

Section XI - PUPIL CHARACTERISTICS Do you experience difficulty:	SD	$\overline{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. In understanding and appreciating how social class differences affect pupil performance in school?	0.70483	1.46	114	48	13	1	1
2. In understanding the intellectual characteristics of retarded children?	0.90424	1.71	91	58	21	3	4
3. In understanding the social development of the retarded child?	0.93229	1.79	81	67	20	4	5
4. In understanding how emotional problems affect teaching of retarded children?	0.99027	1.84	81	61	21	10	4
5. In utilizing knowledge of the speech and language development of the retarded child?	0.98831	2.02	63	64	34	12	3
6. In understanding children with perceptual problems?	1.09733	2.30	46	65	42	15	9

Table 42
Summary Data from Within Comparison - Pupil Characteristics
Intermediate Level

Section XI - PUPIL CHARACTERISTICS

Do you experience difficulty:	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. In understanding and appreciating how social class differences affect pupil performance in school?	0.70671	1.48	105	49	12	11	1
2. In understanding the intellectual characteristics of retarded children?	0.79287	1.63	87	61	15	2	2
3. In understanding the social development of the retarded child?	0.85081	1.67	86	58	18	2	3
4. In understanding how emotional problems affect the teaching of retarded children?	0.94033	1.79	79	58	18	10	2
5. In utilizing knowledge of the speech and language development of the retarded child?	0.87037	1.99	52	72	32	8	1
6. In understanding children with perceptual problems?	1.09141	2.35	41	59	39	21	6

Table 43

Summary Data from Within Comparison - Pupil Characteristics

Junior High Level

Section XI - PUPIL CHARACTERISTICS Do you experience difficulty:	SD	$\overline{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. In understanding and appreciating how social class differences affect pupil performance in school?	0.70183	1.46	52	24	4	2	0
2. In understanding the intellectual characteristics of retarded children?	0.79717	1.67	41	30	8	3	0
3. In understanding the social development of the retarded child?	0.80090	1.77	35	34	10	3	0
4. In understanding how emotional problems affect the teaching of retarded children?	1.03737	1.85	40	24	9	8	1
5. In utilizing knowledge of the speech and language development of the retarded child?	0.97632	2.10	26	29	19	6	1
6. In understanding children with perceptual problems?	0.98332	2.35	17	31	22	10	1

Table 44

Summary Data from Within Comparison - Pupil Characteristics Senior High Level

Section XI - PUPIL CHARACTERISTICS Do you experience difficulty:	SD	$\overline{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. In understanding and appreciating how social class differences affect pupil performance in school?	0.55911	1.33	31	10	2	0	0
2. In understanding the intellectual characteristics of retarded children?	0.65199	1.60	21	18	4	0	0
3. In understanding the social development of the retarded child?	0.69457	1.49	27	11	5	0	0
4. In understanding how emotional problems affect teaching of retarded children?	0.83072	1.77	19	17	5	2	0
5. In utilizing knowledge of the speech and language development of the retarded child?	0.86266	2.00	15	14	13	1	0
6. In understanding children with perceptual problems?	0.99545	2.24	10	17	12	1	2

Table 45
Summary Data from Within Comparison - Professional Relationships
Primary Level

Section XII - PROFESSIONAL RELATIONSHIPS			No difficulty				Great difficulty
Do you experience difficulty:	SD	$\bar{X}$	1	2	3	4	5
1. In developing good working relationships with administration and special teachers?	0.71765	1.35	130	33	7	2	2
2. In obtaining supervision, and assistance with teaching techniques and methods?	1.24612	2.07	81	43	22	11	13
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc?	0.85007	1.43	127	34	6	6	3
4. In developing good communication with community agencies such as the Social Welfare Department, etc?	0.98354	1.71	87	48	13	8	4
5. In developing good working relationships with regular class teachers within the school system?	0.68538	1.34	130	28	9	4	0
6. In obtaining opportunities for planning and exchange of ideas with fellow special class teachers?	1.20929	1.99	82	45	21	15	10
7. In gaining access to journals and references?	1.17637	1.86	91	41	14	15	8
8. In dealing with confidential matters?	0.68245	1.41	116	41	10	3	0
9. In establishing good teacher-parent rapport?	0.65318	1.42	106	50	6	1	1
10. In the referral of parental inquiries to the appropriate source of information other than what you as a teacher can provide?	0.97125	1.84	73	50	25	7	3

Table 46
Summary Data from Within Comparison - Professional Relationships
Intermediate Level

Section XII - PROFESSIONAL RELATIONSHIPS Do you experience difficulty:	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. In developing good working relationships with administration and special teachers?	0.58790	1.25	134	25	4	3	0
2. In obtaining supervision, and assistance with teaching techniques and methods?	1.20331	2.13	60	54	19	16	10
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.?	0.95525	1.49	121	24	10	7	4
4. In developing good communication with community agencies such as the Social Welfare Department, etc.?	1.11757	1.80	86	38	16	9	7
5. In developing good working relationships with regular class teachers within the school system?	0.80664	1.40	118	30	6	5	2
6. In obtaining opportunities for planning and exchange of ideas with fellow special class teachers?	1.31623	2.12	76	38	23	14	15
7. In gaining access to journals and references	1.19007	1.95	84	38	24	12	9
8. In dealing with confidential matters?	0.84271	1.48	111	38	11	1	4
9. In establishing good teacher-parent rapport?	0.72212	1.49	101	46	13	1	1
10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide?	0.97545	1.71	88	40	16	10	2

Table 47
Summary Data from Within Comparison - Professional Relationships
Junior High Level

Section XII - PROFESSIONAL RELATIONSHIPS Do you experience difficulty:	SD	$\overline{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. In developing good working relationships with administration and special teachers?	0.67090	1.38	60	17	6	1	0
2. In obtaining supervision, and assistance with teaching techniques and methods?	1.20390	2.28	29	17	21	9	4
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.?	1.05507	1.62	54	15	6	4	3
4. In developing good communication with community agencies such as the Social Welfare Department, etc.?	1.25476	2.09	35	21	9	9	5
5. In developing good working relationships with regular class teachers within the school system?	0.74500	1.39	60	14	7	0	1
6. In obtaining opportunities for planning and exchange of ideas with fellow special class teachers?	1.29046	2.30	27	25	17	2	10
7. In gaining access to journals and references?	1.23351	2.18	33	21	15	9	5
8. In dealing with confidential matters?	0.91774	1.48	58	13	6	2	2
9. In establishing good teacher-parent rapport?	0.92883	1.65	48	21	8	4	1
10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide?	1.01165	1.83	38	21	13	3	2

Table 48
Summary Data from Within Comparison - Professional Relationships
Senior High Level

Section XII - PROFESSIONAL RELATIONSHIPS			No difficulty				Great difficulty
Do you experience difficulty:	SD	X	1	2	3	4	5
1. In developing good working relationships with administration and special teachers?	0.76930	1.33	35	4	2	2	0
2. In obtaining supervision, and assistance with teaching techniques and methods?	1.02484	1.86	21	11	8	2	1
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.?	0.81694	1.47	29	10	3	0	1
4. In developing good communication with community agencies such as the Social Welfare Department, etc.?	1.12309	1.98	19	11	8	2	2
5. In developing good working relationships with regular class teachers within the school system?	0.81561	1.44	32	4	6	1	0
6. In obtaining opportunities for planning and exchange of ideas with fellow special class teachers?	1.20585	2.21	15	12	9	3	3
7. In gaining access to journals and references?	1.11676	1.91	22	9	7	4	1
8. In dealing with confidential matters?	0.64280	1.35	32	7	4	0	0
9. In establishing good teacher-parent rapport?	0.91853	1.60	26	11	4	1	1
10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide?	0.70268	1.81	25	11	5	0	0

Summary Data from Within Comparison - Psychological Information

Section XIII- PSYCHOLOGICAL INFORMATION Do you experience difficulty:	SD	$\overline{X}$	No Difficulty 1	2	3	4	Great Difficulty 5
Table 49 Primary Level							
1. In understanding the function, role, and duties of the school psychologist?	0.97305	1.53	119	31	12	4	6
2. In utilizing and understanding information given in reports by the school psychologist?	0.93733	1.60	106	41	16	5	4
3. In interpreting group test results, e.g., readiness and achievement scores?	0.85968	1.60	102	43	22	3	2
Table 50 Intermediate Level							
1. In understanding the function, role, and duties of the school psychologist?	0.94614	1.53	108	35	10	2	6
2. In utilizing and understanding information given in reports by the school psychologist?	0.97078	1.66	95	45	11	10	3
3. In interpreting group test results, e.g., readiness and achievement scores?	0.95487	1.79	81	49	25	6	3
Table 51 Junior High Level							
1. In understanding the function, role, and duties of the school psychologist?	0.99104	1.59	53	16	6	4	3
2. In utilizing and understanding information given in reports by the school psychologist?	0.96742	1.65	49	20	8	3	2
3. In interpreting group test results, e.g., readiness and achievement scores?	0.82984	1.64	45	26	10	1	1
Table 52 Senior High Level							
1. In understanding the function, role, and duties of the school psychologist?	0.87264	1.51	29	8	5	0	1
2. In utilizing and understanding information given in reports by the school psychologist?	0.75142	1.60	23	15	4	1	0
3. In interpreting group test results, e.g., readiness and achievement scores?	0.91084	1.77	20	16	5	1	1

Table 53
Summary Data from Within Comparison-Classroom Arrangement and Management
Primary Level

Section XIV - CLASSROOM ARRANGEMENT AND MANAGEMENT

Do you experience difficulty:	SD	$\overline{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. In handling a wide age span?	1.15015	2.25	52	56	39	11	11
2. In individualizing instruction, yet planning for the rest of the class at the same time?	1.12997	2.41	45	52	47	25	7
3. In establishing rules, routines, and daily procedures for the orderly operation of the classroom?	0.75513	1.60	97	56	20	3	0
4. In establishing daily class schedule?	0.809444	1.61	95	49	20	3	1
5. In developing appropriate techniques for management of pupil behavior?	0.93217	1.97	60	67	32	7	3
6. In effective use of learning centers?	1.03274	2.14	51	56	39	10	5
7. In organization of classroom environment conducive to learning - bulletin boards, seating arrangement, and appearance?	0.97813	1.74	92	51	22	5	5

Table 54
Summary Data from Within Comparison - Classroom Arrangement and Management Intermediate Level

Section XIV - CLASSROOM ARRANGEMENT AND MANAGEMENT Do you experience difficulty:	SD	$\overline{X}$	No difficulty 1	2	3	4	Great difficulty 5
1. In handling a wide age span?	1.16673	2.28	53	49	41	14	10
2. In individualizing instruction, yet planning for the rest of the class at the same time?	1.13200	2.43	36	64	37	21	10
3. In establishing rules, routines, and daily procedures for the orderly operation of the classroom?	0.77379	1.56	99	50	18	2	1
4. In establishing daily class schedule?	0.77269	1.62	84	49	19	3	0
5. In developing appropriate techniques for management of pupil behavior?	0.86749	1.90	58	69	26	5	2
6. In effective use of learning centers?	0.95083	2.16	41	67	39	8	4
7. In organization of classroom environment conducive to learning - bulletin boards, seating arrangement, and appearance?	0.79368	1.74	76	68	22	3	1

Table 55
Summary Data from Within Comparison - Classroom Arrangement and Management Junior High Level

Section XIV - CLASSROOM ARRANGEMENT AND MANAGEMENT

Do you experience difficulty:	SD	$\bar{X}$	No diffi-culty 1	2	3	4	Great diffi-culty 5
1. In handling a wide age span?	1.10177	2.23	25	24	20	7	3
2. In individualizing instruction, yet planning for the rest of the class at the same time?	1.01742	2.52	14	29	26	13	2
3. In establishing rules, routines, and daily procedures for the orderly operation of the classroom?	0.75932	1.69	41	27	15	0	0
4. In establishing daily class schedule?	0.74460	1.57	46	30	7	0	0
5. In developing appropriate techniques for management of pupil behavior?	0.77621	1.85	31	30	19	0	0
6. In effective use of learning centers?	1.01631	2.35	17	28	22	8	2
7. In organization of classroom environment conducive to learning - bulletin boards, seating arrangement, and appearance?	0.83263	1.87	32	32	18	0	1

Table 56
Summary Date from Within Comparison -
Classroom Arrangement and Management
Senior High Level

Section XIV - CLASSROOM ARRANGEMENT AND MANAGEMENT			No difficulty				Great difficulty
Do you experience difficulty:	SD	$\bar{X}$	1	2	3	4	5
1. In handling a wide age span?	1.02470	2.00	16	12	9	2	1
2. In individualizing instruction, yet planning for the rest of the class at the same time?	1.05113	2.55	6	16	14	3	3
3. In establishing rules, routines, and daily procedures for the orderly operation of the classroom?	0.59161	1.50	22	16	2	0	0
4. In establishing daily class schedule?	0.73782	1.88	23	11	6	0	0
5. In developing appropriate techniques for management of pupil behavior?	0.67353	1.84	22	13	4	0	0
6. In effective use of learning centers?	1.06649	2.21	11	15	9	2	2
7. In organization of classroom environment conducive to learning - bulletin boards, seating arrangement, and appearance?	0.90474	1.76	21	11	7	2	0

Table 57
Summary Data from Within Comparison - General Methodology
Primary Level

Section XV - GENERAL METHODOLOGY

Do you experience difficulty in using the following general methods?	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
Class discussion	.92607	1.68	99	43	26	4	3
Individual student report	1.16767	2.27	49	54	35	12	11
Committee work	1.30077	2.82	26	42	36	23	22
Field trips	1.11345	1.93	78	48	24	11	7
Resource people	1.36005	2.57	42	44	33	15	23
Class experiment	1.11980	2.15	57	50	35	13	7
Dramatization	1.07035	1.98	72	53	30	10	6
Demonstrations	1.06557	2.05	66	47	39	10	5

Table 58
Summary Data from Within Comparison - General Methodology
Intermediate Level

Section XV - GENERAL METHODOLOGY

Do you experience difficulty in using the following general methods?	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
Class discussion	0.83871	1.62	95	48	18	5	1
Individual student report	1.05027	2.34	41	56	45	20	4
Committee work	1.15433	2.78	25	38	53	27	13
Field trips	1.14358	2.08	64	44	33	10	8
Resource people	1.28470	2.47	46	42	31	25	13
Class experiment	1.05933	2.26	42	60	37	14	6
Dramatization	1.13721	2.48	35	53	42	22	9
Demonstrations	1.02772	2.19	46	59	37	14	4

Table 59
Summary Data from Within Comparison - General Methodology
Junior High Level

Section XV - GENERAL METHODOLOGY Do you experience difficulty in using the following general methods?	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
Class discussion	0.76285	1.60	46	24	11	1	0
Individual student report	1.02655	2.40	17	29	23	10	2
Committee work	1.02820	2.62	14	18	32	12	2
Field trips	1.30360	2.28	31	18	16	8	7
Resource people	1.30699	2.65	17	23	17	10	10
Class experiment	1.06585	2.51	11	37	15	12	4
Dramatization	1.26252	2.71	13	26	15	12	9
Demonstrations	1.19472	2.33	23	24	19	6	6

Table 60
Summary Data from Within Comparison - General Methodology
Senior High Level

Section XV - GENERAL METHODOLOGY Do you experience difficulty in using the following general methods?	SD	$\bar{X}$	No difficulty 1	2	3	4	Great difficulty 5
Class discussion	0.61951	1.40	28	11	3	0	0
Individual student report	1.02242	1.95	19	10	9	4	0
Committee work	1.08420	2.46	9	13	11	7	1
Field trips	1.05697	2.17	13	14	9	4	1
Resource people	1.04464	2.17	14	12	12	3	1
Class experiment	1.11168	2.38	11	12	13	4	2
Dramatization	1.15593	2.40	11	13	10	6	2
Demonstrations	0.94040	2.14	11	18	10	2	1

SECTION XI—PUPIL CHARACTERISTICS

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In understanding and appreciating how social class differences affect pupil performance in school?	1__	2__	3__	4__	5__
2. In understanding the intellectual characteristics of retarded children?	1__	2__	3__	4__	5__
3. In understanding the social development of the retarded child?	1__	2__	3__	4__	5__
4. In understanding how emotional problems affect teaching of retarded children?	1__	2__	3__	4__	5__
5. In utilizing knowledge of the speech and language development of the retarded child?	1__	2__	3__	4__	5__
6. In understanding children with perceptual problems?	1__	2__	3__	4__	5__

SECTION XII—PROFESSIONAL RELATIONSHIPS

Do you experience difficulty:					
1. In developing good working relationships with administration and special teachers?	1__	2__	3__	4__	5__
2. In obtaining supervision, and assistance with teaching techniques and methods?	1__	2__	3__	4__	5__
3. In developing good working relationships with special service personnel, i.e., psychologist, speech therapist, etc.?	1__	2__	3__	4__	5__
4. In developing good communication with community agencies such as the Social Welfare Department, etc.?	1__	2__	3__	4__	5__
5. In developing good working relationships with regular class teachers within the school system?	1__	2__	3__	4__	5__
6. In obtaining opportunities for planning and exchange of ideas with fellow special class teachers?	1__	2__	3__	4__	5__
7. In gaining access to journals and references?	1__	2__	3__	4__	5__
8. In dealing with confidential matters?	1__	2__	3__	4__	5__
9. In establishing good teacher-parent rapport?	1__	2__	3__	4__	5__
10. In the referral of parental inquiries to the appropriate source for information other than what you as a teacher can provide?	1__	2__	3__	4__	5__

11. Check those in which you hold membership.	Check those which are of assistance to you.
....Parent Teachers Association	....
....Council for Exceptional Children	....
....Iowa State Education Association	....
....National Education Association	....
....American Federation of Teachers	....
....American Association of Mental Deficiency	....
....Iowa Association for Retarded Children	....
....County Association for Retarded Children	....

SECTION XIII—PSYCHOLOGICAL INFORMATION

Do you experience difficulty:					
1. In understanding the function, role, and duties of the school psychologist?	1__	2__	3__	4__	5__
2. In utilizing and understanding information given in reports by the school psychologist?	1__	2__	3__	4__	5__
3. In interpreting group test results, e.g., readiness and achievement scores?	1__	2__	3__	4__	5__

SECTION XIV—CLASSROOM ARRANGEMENT AND MANAGEMENT

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In handling a wide age span?	1__	2__	3__	4__	5__
2. In individualizing instruction, yet planning for the rest of the class at the same time?	1__	2__	3__	4__	5__
3. In establishing rules, routines, and daily procedures for the	1__	2__	3__	4__	5__
orderly operation of the classroom?	1__	2__	3__	4__	5__
4. In establishing daily class schedule?	1__	2__	3__	4__	5__
5. In developing appropriate techniques for management of pupil behavior?	1__	2__	3__	4__	5__
6. In effective use of learning centers?	1__	2__	3__	4__	5__
7. In organization of classroom environment conducive to learn-	1__	2__	3__	4__	5__
ing—bulletin boards, seating arrangement, and appearance?	1__	2__	3__	4__	5__

SECTION XV—GENERAL METHODOLOGY

Do you experience difficulty in using the following general methods?

Class discussion	1__	2__	3__	4__	5__
Individual student report	1__	2__	3__	4__	5__
Committee work	1__	2__	3__	4__	5__
Field trips	1__	2__	3__	4__	5__
Resource people	1__	2__	3__	4__	5__
Class experiment	1__	2__	3__	4__	5__
Dramatization	1__	2__	3__	4__	5__
Demonstrations	1__	2__	3__	4__	5__

SECTION XVI—AUDIOVISUAL

	(1)	(2)	(3)	(4)
Equipment	*Availability*	*Appropriateness*	*Operation*	*Materials for use with*
Motion picture projector	( )	( )	( )	( )
Slide projector	( )	( )	( )	( )
Film strip projector	( )	( )	( )	( )
Tape recorder	( )	( )	( )	( )
Opaque projector	( )	( )	( )	( )
Overhead projector	( )	( )	( )	( )
Phonograph	( )	( )	( )	( )
Camera	( )	( )	( )	( )
Related Materials				
Pictures	( )	( )		( )
Posters	( )	( )		( )
Models	( )	( )		( )
Displays	( )	( )		( )
Programmed Instructional Materials	( )	( )		( )

Would it be helpful to have available programmed materials for use with the basic skills? __yes __no

SECTION VI—LANGUAGE ARTS

1__ 2__ 3__ 4__ 5__	1. Listening skills	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Oral vocabulary development	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	3. Improving oral self-expression	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	4. Manuscript writing	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Cursive writing	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Spelling	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. Use of telephone	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. Following directions	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	9. Letter writing	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	10. Written self-expression	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	11. Business forms (checks, application blanks, etc.)	( )	1__ 2__ 3__ 4__ 5__

SECTION VII—SCIENCE

Determining Content to be Included No Difficulty — Great Difficulty		Materials and Student Activities Not Appropriate	No Difficulty — Great Difficulty
1__ 2__ 3__ 4__ 5__	1. Weather	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Seasons of the year	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	3. Plants	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	4. Animals	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Sun, earth, moon	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Air	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. Water	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. Conservation of natural resources	( )	1__ 2__ 3__ 4__ 5__

SECTION IX—SEATWORK

		No Difficulty — Great Difficulty
Do you have difficulty in developing meaningful seatwork in the areas indicated?	Arithmetic	1__ 2__ 3__ 4__ 5__
	Language Arts	1__ 2__ 3__ 4__ 5__
	Reading	1__ 2__ 3__ 4__ 5__
	Social Studies	1__ 2__ 3__ 4__ 5__
	Science	1__ 2__ 3__ 4__ 5__
Do you have difficulty in designing seatwork on different ability levels for a particular lesson?	Arithmetic	1__ 2__ 3__ 4__ 5__
	Language Arts	1__ 2__ 3__ 4__ 5__
	Reading	1__ 2__ 3__ 4__ 5__
	Social Studies	1__ 2__ 3__ 4__ 5__
	Science	1__ 2__ 3__ 4__ 5__
Do you experience difficulty in designing seatwork which is varied?	Arithmetic	1__ 2__ 3__ 4__ 5__
	Language Arts	1__ 2__ 3__ 4__ 5__
	Reading	1__ 2__ 3__ 4__ 5__
	Social Studies	1__ 2__ 3__ 4__ 5__
	Science	1__ 2__ 3__ 4__ 5__

SECTION X—PUPIL EVALUATION

	Not Appropriate	No Difficulty — Great Difficulty
Do you experience difficulty:		
1. In reporting pupil progress to parents?		
a) Report cards	( )	1__ 2__ 3__ 4__ 5__
b) Parent conferences	( )	1__ 2__ 3__ 4__ 5__
c) Written narrative reports of pupil progress	( )	1__ 2__ 3__ 4__ 5__
d) Anecdotal records	( )	1__ 2__ 3__ 4__ 5__
2. In developing adequate teacher-made tests for classroom use?	( )	1__ 2__ 3__ 4__ 5__
3. In grading daily assignments?	( )	1__ 2__ 3__ 4__ 5__
4. In determining promotion policies?	( )	1__ 2__ 3__ 4__ 5__

SECTION IV—READING

Teaching Methods (No Difficulty – Great Difficulty)		Not Appropriate	Materials and Student Activities (No Difficulty – Great Difficulty)
1__ 2__ 3__ 4__ 5__	1. Use of basal reading series with mentally retarded children	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Readiness program	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	3. Sight vocabulary	( )	1__ 2__ 3__ 4__ 5__
	Word attack skills		
1__ 2__ 3__ 4__ 5__	4. Phonics	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Structural analysis	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Oral reading	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. Reading comprehension	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. Grouping for ability differences	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	9. Supplemental reading	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	10. Use of dictionary	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	11. Use of experience charts	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	12. Application of reading to everyday situations	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	13. Recreational reading	( )	1__ 2__ 3__ 4__ 5__

SECTION V—ARITHMETIC

1__ 2__ 3__ 4__ 5__	1. Use of basic arithmetic series in special education classes	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Readiness program	( )	1__ 2__ 3__ 4__ 5__
	Fundamental number processes		
1__ 2__ 3__ 4__ 5__	3. Addition	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	4. Subtraction	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Multiplication	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Division	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. Word problems	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. Fractions and decimals	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	9. Concept of place value	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	10. Grouping for ability differences	( )	1__ 2__ 3__ 4__ 5__
	Application		
1__ 2__ 3__ 4__ 5__	11. Use of money	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	12. Time	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	13. Measurement	( )	1__ 2__ 3__ 4__ 5__

SECTION VIII—SOCIAL STUDIES

Determining Content to be Included (No Difficulty – Great Difficulty)		Not Appropriate	Materials and Student Activities (No Difficulty – Great Difficulty)
	Basic Areas		
1__ 2__ 3__ 4__ 5__	1. Understanding of home and family	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	2. Understanding of community	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	3. Safety	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	4. Health	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	5. Basic understanding of federal, state, and local government	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	6. Local current events	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	7. State current events	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	8. National current events	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	9. Use of news media	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	10. Historical events	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	11. Sex education	( )	1__ 2__ 3__ 4__ 5__
	Skills, Habits, and Attitudes		
1__ 2__ 3__ 4__ 5__	12. Respect for law and authority	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	13. Wise use of leisure time	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	14. Getting from one place to another	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	15. Grooming	( )	1__ 2__ 3__ 4__ 5__
	Occupational Information		
1__ 2__ 3__ 4__ 5__	16. Development of good work habits and attitudes	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	17. Developing realistic job aspirations	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	18. Process of applying for a job	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	19. Understanding fringe benefits (Social Security, etc.)	( )	1__ 2__ 3__ 4__ 5__
1__ 2__ 3__ 4__ 5__	20. Understanding union membership	( )	1__ 2__ 3__ 4__ 5__

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

SURVEY OF CURRICULUM PRACTICES

A Special Education Curriculum Development Center has been established at The University of Iowa. The objective of the Center will be to *assist special class teachers* of the mentally retarded through the preparation of materials and the conduction of a statewide in-service training program. To ensure the appropriateness of the materials so that they meet the needs of the teachers in the field, it is necessary to solicit suggestions from *you*, the teacher. This questionnaire has been designed so that you play a major role in determining the kinds of materials and programs to be developed at the Center. Every attempt has been made to identify areas of methodology, activities, and materials in which teachers might desire assistance. Although a major portion of the questionnaire is devoted to subject matter areas, this is not to suggest a rigid subject matter approach to the teaching of the mentally retarded. Rather, the format was selected as a logical means of organizing the questionnaire.

To facilitate the effectiveness of our service to you through this project, it is important that you complete and return this questionnaire. *Please read the instructions on the attached sheet before responding to the items.*

SECTION I—GENERAL INFORMATION

(Please Print)

Name .... Social Security No. ....
Last First Middle

Mailing Address .... Sex: M.... F....

Name of School District .... (............)
leave blank

Name of County .... (............) Type of class: Educable.....
leave blank Trainable.....

Level of Preparation Check (V)

Less than BA.... BA.... BA+.... MA.... MA+.... Do you hold Endorsement 35?
Yes.... No....

Teaching Experience

Regular class......years Years in current position ......

Special class ......years Number of different special class teaching positions you have held ......

Number of special classes in the building in which your class is housed ( ) Educable ( ) Trainable

Total number of special classes in the school district ( ) Educable ( ) Trainable

Enrollment of students in your class Boys...... Girls......

Age of youngest child Years...... Months......

Age of oldest child Years...... Months......

Indicate the level which best approximates the level of your class Check (V)

Primary...... Intermediate...... Junior High...... Senior High......

Rank from 1 to 4 the four persons from whom you receive the most help. Rank the person giving you the most help as 1.

- ......Building Principal
- ......Special Education Director
- ......Psychologist
- ......Special Education Consultant
  - ......State
  - ......County
  - ......Local
- ......School Nurse
- ......Superintendent
- ......Curriculum Supervisor
- ......Fellow Special Education Teachers
- ......Regular Class Teacher
- ......Others (list) ....
- ......No Help

Indicate the general conditions of your teaching situation (see instructions) (Check one) (V)

1...... 2...... 3......

SECTION II—EXPERIENCE UNITS

Do you experience difficulty:	No Difficulty				Great Difficulty
1. In selecting unit topics?	1__	2__	3__	4__	5__
2. In writing your own units?	1__	2__	3__	4__	5__
3. In the use of resource materials?	1__	2__	3__	4__	5__
4. In the development of seatwork for use with units?	1__	2__	3__	4__	5__
5. In organizing a number of units into sequence for a yearly plan of work?	1__	2__	3__	4__	5__
6. In handling individual differences while teaching units?	1__	2__	3__	4__	5__
7. In integrating the teaching of basic skills into units?	1__	2__	3__	4__	5__

8. Would it be helpful to have available a selection of prepared units on different levels which you could modify for use in your classroom? __yes __no

SECTION III—SPECIAL SUBJECTS

Do you experience difficulty:	Not Appropriate	No Difficulty				Great Difficulty
1. In selecting appropriate art activities?	( )	1__	2__	3__	4__	5__
2. In selecting appropriate methods for teaching art?	( )	1__	2__	3__	4__	5__
3. In obtaining materials for teaching art?	( )	1__	2__	3__	4__	5__
4. In selecting appropriate music activities?	( )	1__	2__	3__	4__	5__
5. In selecting appropriate methods for teaching music?	( )	1__	2__	3__	4__	5__
6. In selecting physical education activities?	( )	1__	2__	3__	4__	5__